ED 438 396 AA 001 319

Resources in Education (RIE). Volume 35, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 438 397 CE 079 581

Blasczyk, Jacob; Bialek, Steven C.
Improving & Sustaining Kentucky's Statewide System of School-to-Work. Summary Report and Data Supplement.
PUB DATE- 99
NOTE- 59p.; Conducted from the Kentucky Office of School to Work.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Career Education; *Education Work Relationship; *Educational Change; Elementary Secondary Education; Employer Attitudes; Partnerships in Education; Program Effectiveness; Program Evaluation; Questionnaires; School Business Relationship; *State Programs; Statewide Planning; Strategic Planning; Teacher Attitudes; Teacher Surveys; Telephone Surveys; Vocational Education
IDENTIFIERS- *Kentucky

A study evaluated the Kentucky statewide school-to-work (STW) system through surveys of 633 K-12 teachers, phone interviews with 395 employer-participants in STW activities, and 328 randomly drawn employers. Data analysis identified six themes relevant to improving and sustaining STW: (1) working toward bringing program implementation to scale at the local level remains a challenge; (2) current baseline of STW practices at school level confirms this challenge; (3) building on coping with and directing change (post-Fordism, technopower, and the changing economic and political arena; democratic post-Fordist workplaces and debating the changing purposes of VE; confronting and rethinking educational theory); (4) race, class, and gender (plausible deniability and the skeleton in VE's closet; class, gender, race, racism, and VE); (5) role of labor and unions in VE (democratic unionism in the global economy and corporate-directed VE; the new unionism and the struggle for a democratic social movement); and (6) vision of government, VE, and the future (worker civics and the decline of the nation-state and rise of corporate government; a reconceptualized government for the 21st century). The book contains 349 references. (MN)

ED 438 415   CE 079 704

Duo, Jeong-Feong; Yuen, Steve C.
Internet Resources for Vocational Technical Teachers & Educators.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Planning; *Curriculum Development; Definitions; Educational Resources; Foreign Countries; Occupational Information; Postsecondary Education; Public Agencies; Research Reports; Secondary Education; *Technical Education; Technical Institutes; *Vocational Education; Vocational Schools; *World Wide Web

This booklet contains 181 addresses for World Wide Web sites and listservs that could be of interest to vocational-technical teachers and educators. After the introduction, which notes that the Internet can be integrated into all areas of the curriculum, the Web sites are grouped into the following sections: (1) general information; (2) career planning and job information; (3) curriculum resources; (4) government agencies, associations, and organizations; (5) research in vocational technical education; (6) teacher resources; (7) vocational technical schools, institutes, and colleges; (8) listservs; (9) newsgroups; (10) Internet guides and tutorials; and (11) World Wide Web resources. A glossary of Internet terms is also included. (KC)

ED 438 416   CE 079 705

Bainbridge, Steve; Murray, Julie
An Age of Learning: Vocational Training Policy at European Level. CEDEFOP Vocational Training Policy Report, 2000.
PUB DATE- 00
NOTE- 155p.; With contributions by Terry Ward.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Continuing Education; *Cooperative Planning; Education Work Relationship; Educational Change; Educational Mobility; Educational Needs; *Educational Policy; *Educational Trends; Foreign Countries; Futures (of Society); Industrial Structure; Information Networks; Information Transfer; International Cooperation; *International Educational Exchange; International Programs; Job Training; Labor Market; Lifelong Learning; Needs Assessment; Occupational Mobility; *Policy Formation; Postsecondary Education; Retraining; School Business Relationship; Secondary Education; Social Mobility; Trend Analysis; *Vocational Education

education and guidance to engage in research; (5) building networks in the career education and guidance sector to connect research with practice; and (6) improving dissemination of research results. Seventeen recommendations for providing rewards and resources to encourage research in career education and guidance were identified. Among the recommendations were the following: (1) central government departments should amend their planning guidance for career service companies so that research time is written into corporate and business plans; (2) careers service companies should make extent of critical enquiry and interest part of staff development reviews; (3) line managers should encourage ideas for research from practitioners; and (4) individuals' research should be publicly recognized. (MN)

ED 438 434 CE 079 736

McGowan, Barbara
Exploring Career-Related Learning in Primary Schools. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 00
NOTE- 7p.; Briefing based on development work by Bill Law. Briefing produced with the support of: The Boots Company; Esso; The University of London Institute of Education; Lambeth Education-Business Partnership; Merseyside Training and Enterprise Council; and Ness International.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *British Infant Schools; *Career Education; Career Guidance; *Continuous Progress Plan; *Curriculum Development; Educational Benefits; Educational Improvement; Educational Needs; *Educational Objectives; Elementary Education; Foreign Countries; Instructional Materials; Models; Needs Assessment; Parent Participation; Primary Education; Program Development; Secondary Education; State of the Art Reviews
IDENTIFIERS- *United Kingdom

Although teachers usually refer to it in other terms, career-related learning is already widespread in primary schools in the United Kingdom. Teachers readily recognize that, even without any adult interventions, children constantly assemble impressions of work and that it is important to broaden primary school pupils' horizons and experiences of the world of work, and thereby help them extend their future career choices. Most teachers in primary schools are not familiar with the Qualifications and Curriculum Authorities' careers-work documents. Furthermore, the nonstatutory framework for personal, social, and health education and citizenship does not include the explicit support for career-related learning that primary teachers need. However, schools find the framework of career learning theory readily recognizable and useable as a practical blueprint for helping children develop their career-related learning. The framework details outcomes, points needing attention, and curriculum opportunities at the following stages of learning: sensing; sifting; focusing; and understanding. Primary teachers providing career-related learning have the following range of five partners to call upon: careers services; secondary schools; parents; governors; and the wider community. In addition, an extensive portfolio of

PUB DATE- 00
NOTE- 4p.; For the previous Brief, see CE 079 770.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; *Career Change; Career Counseling; *Career Development; *Career Education; Career Planning; *Change Strategies; Decision Making; *Job Satisfaction; Resource Materials; Self Evaluation (Individuals); Work Attitudes

Individuals who are bored or dissatisfied with their career or are feeling stalled or plateaued in their career, may be suffering from the career doldrums. Although career doldrums may be associated with certain life and career stages (for example, middle age or the stabilization stage of career development), they may also depend on how personally knowledge workers view their work and its meaning. Strategies for addressing career doldrums include the following: (1) seeking career counseling; (2) making a career move; (3) adjusting to the current situation; (4) finding fulfillment by developing outside interests; and (5) applying the happenstance theory (being open to the role played by chance in a career). Possible career moves include the following: (1) moving up (seeking a position with greater responsibility); (2) making a lateral move (investigating options providing greater satisfaction rather than advancement); (3) downshifting (finding a job with fewer responsibilities); and (4) changing careers (starting over in a completely new career). Individuals experiencing a midlife career plateau transition may benefit from asking themselves questions that are designed to provide insight into the types of strategies that will be most helpful in curbing their career doldrums. (MN)

ED 438 452 CE 079 773

Phare Multi-Country Programme for Distance Education. Programme Compendium.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Educators; Course Content; Course Descriptions; *Curriculum Development; Developing Nations; *Distance Education; *Economic Development; Educational Change; *Educational Development; Educational Research; Foreign Countries; International Cooperation; International Educational Exchange; *Open Education; Postsecondary Education; Secondary Education; Trainers; *Training; Training Methods
IDENTIFIERS- *Europe (East Central)

This publication provides information on the achievements of the Phare Multi-Country Program for Distance Education. Chapter 1 contains two introductory papers. Chapter 2 contains country profiles that describe establishment of distance education infrastructures in the 13 Phare partner countries: Albania; Federation of Bosnia and Herzegovina; Bulgaria; Czech Republic; Estonia; Former Yugoslav Republic of Macedonia; Hungary; Latvia; Lithuania; Poland; Romania; Slovakia; and Slovenia. Chapter 3 provides information about human resource development initiatives, including LOLA--Learning About Open Learning, one of the most comprehensive and ambitious of the train-the-

Padak, Nancy; Rasinski, Tim
Family Literacy Programs: Who Benefits?
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 00
NOTE- 9p.; For the 1997 version of this bibliographic listing, see ED 407 568.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Child Development; Citations (References); Educational Benefits; Educationally Disadvantaged; Elementary Education; Family Environment; *Family Influence; *Family Literacy; Family Programs; *Literacy Education; *Outcomes of Education; Preschool Education; *Program Effectiveness; Systems Analysis

Designing and delivering literacy programs that benefit both parents (or other family members) and children makes sense. But do family literacy programs really work? And if so, who benefits? The concept of family literacy is firmly rooted in a substantial research base from several disciplines, including adult literacy, emergent literacy, child development, and systems analysis. A review of literature from each of these disciplines showed that family literacy programs do work and that at least the following four groups benefit: children, parents, families as units, and the larger society. Some of the benefits include the following: (1) children's achievement in school, reading achievement, social skills, mathematics and science, health, and confidence improves; (2) parents are more likely to persist in family literacy programs than in other types of adult literacy programs, and their reading, writing, and parenting skills increase; (3) families learn to value education, become more involved in schools, become emotionally closer, and build foundations for lifelong learning; and (4) family literacy programs affect nutrition and health, teen parenting, joblessness, and social alienation programs positively. (Contains 85 references.) (KC)

ED 438 471 CE 079 802

Collins, Dale E.
Generation X in Allied Health Education.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Cognitive Style; *Educational Attitudes; Educational Practices; Higher Education; *Student Attitudes; *Student Characteristics; *Teacher Characteristics; *Teaching Methods
IDENTIFIERS- *Generation X

A study conducted to compare Generation X allied health students' perceptions about instructional evaluations and assessment with those of their counterparts in mechanical engineering studied earlier found them to be similar. A survey containing 60 questions concerning their learning styles and preferred instructor characteristics and course methods and formats was administered to 52 allied health students enrolled in 5 university health profession programs. Results suggest that teachers should do the following: provide exam review sessions (90 percent of student responses); provide study guides that is examined from many different perspectives, including public health, criminal justice, the workplace, schools, the impact on children and young adults, treatment, and prevention. "Keeping Score 1999" explores the many dimensions of drinking among children, students, and adults, and the myriad effects of alcohol on families and communities. The report also looks at the availability of alcohol in America and its impact on society. (Contains 63 references.) (Author/GCP)

ED 438 489   CG 029 723

Feral, Crystal-Helen
Connectedness and Development--A Theory. Is Ecopsychology the Answer to Emotional Well-Being?
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 1999). Research was supported, in part, by a Science and Technology Education Grant from the Department of Public Instruction, Madison, WI.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Children; *Counseling Techniques; Elementary Education; *Emotional Development; *Program Development; Self Esteem; *Well Being
IDENTIFIERS- Developmental Theory; *Ecotherapy; Piers Harris Childrens Self Concept Scale; *Synergy

To help mitigate the impact of multi-environmental degradation, the model program for emotionally at-risk children that uses nature to enhance emotional well-being (or intellect) has been constructed, implemented and researched. The six sessions that compose the program are designed to impart social-emotional understanding and prime perceptions by vicarious observance of, and interactive participation with, nature. It was hypothesized that using nature extensively in a therapeutic model would reduce the stressful impact of life and, as a result, positive emotional well-being would be evident. Based on the Piers-Harris self-concept scale and on person drawings, the students demonstrated a post-program increase in self-esteem (p .001), happiness, educational status, and emotional development (p .001). They also demonstrated improved perceptual skills, self-efficacy, empathy, and a significant reduction in aggression. This research offers a conceptual definition of ecopsychology, supports a new theory of development that challenges the ideation of the isolated self, and affirms that a child's psyche is part of a vast synergistic model of connections. (Contains 104 references.) (GCP)

ED 438 490   CG 029 769

Whitney, Trisha
Kids Like Us: Using Persona Dolls in the Classroom.
PUB DATE- 99
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; Conflict Resolution; *Interpersonal Competence; Play Therapy; Problem Solving; *Skill Development;

ideas to use in the classroom and a third presents a 60-item bibliography of sources for further study. (NKA)

ED 438 509 CS 013 874

Pilgreen, Janice L.
The SSR Handbook: How To Organize and Manage a Sustained Silent Reading Program.
PUB DATE- 00
NOTE- 160p.; Foreword by Stephen D. Krashen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Program Effectiveness; Program Implementation; *Reading Habits; *Reading Programs; Reading Research; Secondary Education; *Sustained Silent Reading
IDENTIFIERS- Reading Behavior; Reading Program Management System

This book provides an explanation of sustained silent reading, why it is important, and how to implement it in school and classroom programs. The book presents an overview of underlying research and reviews eight essential factors ensuring a program's success, explicitly identifying them and explaining how they may be incorporated. The factors identified are: access; appeal; conducive environment; encouragement; staff training; non-accountability; follow-up activities; and distributed time to read. The book also features many resources for implementation, including support organizations, books clubs, magazine subscriptions, young adult series books, and other useful materials. Chapters in the book are: (1) SSR: Its Roots and Rationale; (2) The Eight Factors for SSR Success; (3) Piloting a "Stacked for Success" Program; (4) Design and Description of the Formal Study; (5) Recommendations for Realistic SSR Implementation; and (6) Problems, Perspectives, and Places to Go. The 14 appendixes contain analysis and experimental results, reproducible reading record forms, student and parent survey forms, and pretest/posttest questionnaires. (Contains 86 references.) (EF)

ED 438 510 CS 013 875

Wilde, Sandra
Miscue Analysis Made Easy: Building on Student Strengths.
PUB DATE- 00
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cues; Language Usage; *Miscue Analysis; Primary Education; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Processes
IDENTIFIERS- Retelling

Beginning with a series of interactive exercises, this book leads readers through the thinking processes and linguistic systems that students use to build their understanding of text. Through a review of these systems, the book then shows how to assess students' reading ability. It then presents an easy-to-use, step-by-step diagnostic procedure, including a retelling guide, fluent reading, and studies that have attempted to improve the fluency of struggling readers in one of three common groupings--individually, as dyads, and in redesigns of classroom instruction. The paper encountered a range of theories supporting the role of fluency in the reading process and many studies that have attempted to improve fluency and, thereby, to improve reading more generally. It finds that: (1) fluency instruction generally seemed to be effective, although it is unclear whether it is successful because of specific instructional features or because fluency instruction involves children in reading increased amounts of text; (2) assisted approaches, such as reading-while-listening, seemed to be more effective than nonassisted approaches, such as repeated reading; (3) repetitive approaches did not seem to hold a clear advantage over nonrepetitive approaches; and (4) effective fluency instruction moved beyond automatic word recognition to include rhythm and expression, or what linguists refer to as the prosodic features of language. Appendixes contain charts listing characteristics (including number of subjects, reading level of subjects, material read, and results) of repeated reading and assisted reading studies. (Contains 117 references, 2 notes, and a table of data.) (Author/RS)

ED 438 531 CS 013 901

Report of the Regional Consultation for Asia-Pacific Co-operative Programme in Reading Promotion and Book Development (APPREB) (Tokyo, Japan, November 20-21, 1997).
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; Elementary Secondary Education; Foreign Countries; Mass Media; *Publishing Industry; *Reading
IDENTIFIERS- Asia Pacific Region

The 1997 Regional Consultation for Asia-Pacific Cooperative Programme for Reading Promotion and Book Development (APPREB) held at Japan Publishers Building, Tokyo, Japan, on November 20-21, 1997, highlighted the vital areas where more intensive regional cooperation is required to promote books and reading in this time of drastic changes. Included in this report are issues and problems related to books and reading existing in respective countries which were identified by the participants, as well as various constructive suggestions and proposals regarding regional cooperation. It begins with the final report of the 1997 APPREB Regional Consultation. Annex I presents a report on UNESCO's programmes for books and reading; a report of the Asia/Pacific Cultural Centre for UNESCO (ACCU); reports of APPREB activities in 1996-1997; and reports of APPREB activities in 1995. Annex II presents country and sub-regional reports; a list of publishing-related organizations; and a chart relating the current state of publishing through statistics. An appendix contains a list of participants, the agenda and schedule, and general information. The report concludes with a brief description of what the APPREB is. (RS)

ED 438 532 CS 013 906

Excellent Reading Teachers. A Position Statement of the International Reading Association.
PUB DATE- 00
NOTE- 13p.

Elementary Education; *English (Second Language); Foreign Countries; *Language Acquisition; *Language Patterns; *Standard Spoken Usage
IDENTIFIERS- *Academic Language; *Conversational Skills Rating Scale

There are clear differences in acquisition and developmental patterns between conversational language and academic language, or BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency). The conceptual distinction between these two levels highlights misconceptions about the nature of language proficiency which contributes to academic failure among bilingual students. Differences in the rate of acquisition of the two levels needs to be considered so that the academic language education of bilingual children with good conversational English ability does not suffer. An instructional program for bilingual students should address: (1) cognitive skills; (2) academic content; and (3) critical language awareness. (EF)

ED 438 552 CS 217 008

Einarsson, Robert
The Place of Grammar in the Language Arts Curriculum.
PUB DATE- 99
NOTE- 9p.; Paper presented at the English Language Arts Council of the Alberta Teachers Association (Edmonton, Alberta, Canada, May 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; *Grammar; Higher Education; *Holistic Approach; Language Arts; *Traditional Grammar; *Writing (Composition); Writing Skills
IDENTIFIERS- Error Monitoring; *Grammatical Consciousness Raising

The history of grammar instruction includes two approaches: the handbook approach, which is practiced today, and the textbook approach. The handbook approach focuses on rules for correct writing and is an error-based view, while the textbook approach would treat grammar holistically and interpretively and would systematically explain new concepts in light of previous ones. If grammar is to survive in today's classroom, it will need to return to the textbook approach. One current example related to the textbook approach envisions a creative, activity-based classroom, but asserts that no theory should be taught. Knowing grammar in a holistic and theoretical way, however, cannot be a harm to student writing, and studies are showing benefits of heightened awareness of language on student composition. Contains 15 references. (EF)

ED 438 553 CS 217 009

Davies, Bronwyn
A Body of Writing, 1990-1999.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Research; Critical Theory; Epistemology; *Feminism; Life Events; *Theory Practice Relationship; *Writing

*Interpersonal Competence; *Listening; *Listening Skills; Primary Education

This report describes a program implemented to improve inadequate student communication skills, specifically in the areas of listening, speaking, social, and emotional development. The targeted population consisted of first and second grade students in a middle class community, located in central Illinois. Evidence for the existence of the problem includes a survey of teachers' perceptions of students communication skills, students' writing skills samples, teacher journals of students' social and emotional skills, and Iowa Test of Basic Skills listening scores. Analysis of probable cause data revealed that communication issues can be broken down into four categories that include societal issues, family issues, curricular issues, and instructional issues. Within the society, there are many different negative factors affecting children and their development of communication skills. Poor family guidance and support are also hindering these skills. Over-loaded curriculums need to be revised to include communication goals. Within the classroom there is little explicit instruction of listening and speaking skills, as well as social and emotional skills. A review of the solution strategies suggested by the professional literature and an analysis of the problem resulted in the development of a four-step intervention process. This intervention includes activities that develop the skills of listening and speaking, social and emotional interaction, cooperative learning, and conflict resolution. With these interventions, communication skills and academic achievement improved. Postintervention data indicated an increase in the students' communication skills, specifically in the areas of listening, speaking, social, and emotional development. Post-intervention data also indicated that the students' cooperative learning and conflict resolution skills improved as a result of increased communication skills. Contains 47 references, and 14 tables and 14 figures of data. Appendixes contain survey instruments, checklists, listening activities, social skills activities, emotional skills activities, cooperative activities, classroom setups, and conflict resolution activities. (Author/RS)

ED 438 576   CS 510 240

Horvath, Cary
New Approaches: The Basic Course as Part of an Integrated First Year Program.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; Critical Thinking; *Curriculum Design; Freshman Composition; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Introductory Courses; *Liberal Arts; Program Effectiveness; Speech Curriculum
IDENTIFIERS- *Curriculum Implementation

This paper describes the First Year Program at Westminster College in Pennsylvania, which has implemented a new, progressive curriculum that prominently features the basic communication course, and an initial attempt to evaluate the program. The paper begins with a description of the content and

Comprehensive School Reform Demonstration Project, public charter schools program, the Advanced Placement Incentive Program, the College Assistance Migrant Program and High School Equivalency Program, Teacher Quality Enhancement grants, Preparing Tomorrow's Teachers to Use Technology Program, the Bilingual Professional Development Program, the GEAR UP for College Program, the Learning Anytime Anywhere Partnerships, and New American High Schools. Some new initiatives and funding opportunities that are described include the Smaller Learning Communities Initiative, the Elementary School Counseling Demonstration Program, Safe and Drug-Free Schools--Alternative Education Programs for Suspended and Expelled Youth, and American Indian teacher corps professional-development grants. The grant descriptions include the number of awards given, the amount of money awarded, funding plans for the current year, and listings of Web sites for further information. (RJM)

ED 438 597 EA 030 228

Leading Schools to Quality. Videotape and Discussion Guide .
PUB DATE- 93
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Educational Administration; Educational Change; Elementary Secondary Education; Excellence in Education; *Improvement Programs; Instructional Improvement; *Quality Control; *Total Quality Management; Videotape Recordings; Workshops
IDENTIFIERS- Deming (W Edwards)

This videotape and discussion guide offer a workshop plan that draws on an elementary school's innovative and successful application of Dr. Edwards Deming's Quality Principles. Designed to introduce teachers, administrators, school-board members, parents, and community and government leaders to quality assurance, the videotape uses on-site footage of classrooms in action, as well as interviews with teachers, parents, the principal, students, and Edwards Deming to show how schools can build understanding and consensus on key quality principles. The workshop plan includes a general overview of the topic, and it provides outcomes so that the facilitator and viewers share a common understanding of the workshop's purpose. A focusing activity opens the workshop to prepare participants for the topics that will be covered. The discussion guide that accompanies the videotape offers the facilitator a thematic overview for each session, handouts for participants, discussion questions, follow-up activities, a bibliography of additional readings, and titles of supplementary materials. The workshop plan suggests questions and encourages participants to review and revise the opinions they held before the workshop. Follow-up activities help participants review the ideas presented and provide attendees with an opportunity to consider and implement options for applying what has been learned. (RJM)

ED 438 598 EA 030 229

Moseley, Stephanie
Antisocial Behavior in Youth: Causes, Consequences and Interventions.
PUB DATE- 99

deficit terminology, and chapter 6 establishes the role of educational leadership, policy, and teacher education in altering historically negative patterns of language. Chapter 7 develops a conceptualization of ethical codes as an approach to intractable institutional language dilemmas. The last chapter describes ways in which schools might analyze their own language environment. (Contains an index and approximately 155 references.) (RJM)

ED 438 617   EA 030 257

Stein, Nan
Classrooms and Courtrooms: Facing Sexual Harassment in K-12 Schools.
PUB DATE- 99
NOTE- 168p.; Foreword by Pat Schroeder.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Environment; Educational Legislation; Elementary Secondary Education; *Equal Protection; School Law; School Security; Sex Discrimination; *Sex Fairness; Sexual Abuse; *Sexual Harassment

This book uses evidence gathered from legal, anecdotal, and survey-based sources to explore sexual harassment in K-12 schools. The text is divided into seven chapters. Chapters 1 and 2 use material from surveys, salient lawsuits, and students' stories to describe harassment and to elaborate on the contradictions and confusions that surround this term. Chapter 3 focuses on gender-based bullying and sexual harassment among children in elementary schools, and chapter 4 continues the discussion about confusion over words, especially the misuse of the term "sexual harassment" for sex discrimination. The relationship between the First Amendment rights of students and issues of gender are explored in chapter 5, which states that girls are afforded fewer expressive rights, often in the name of prevailing notions of sex-role-typical behaviors and expectations. Chapter 6 traces justice, and the miscarriage of justice, that occurs in the schoolhouse when administrators attempt to adjudicate sexual harassment disputes. The last chapter discusses the disturbing trend of the schools being the sites of increased sexual violence, and suggests directions for more research to determine to what extent sexual harassment is occurring between students who are or had been dating. A conclusion examines recommendations to reduce sexual harassment and sexual violence in schools. (Contains an index and approximately 300 references.) (RJM)

ED 438 618   EA 030 258

McDonald, Joseph P.; Hatch, Thomas; Kirby, Edward; Ames, Nancy; Haynes, Norris M.; Joyner, Edward T.
School Reform behind the Scenes. The Series on School Reform.
PUB DATE- 99
NOTE- 160p.; Afterword by Janet Whitla, Hames Comer, Howard Gardner, and Theodore Sizer.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Excellence in Education; *Improvement Programs; Instructional Improvement; Program Descriptions

ED 438 637   EC 307 659

Provision of a Free Appropriate Public Education: When Does the
  Right to Special Education Services End?.
SPONS. AGENCY- United Cerebral Palsy Associations, Inc.,
  Washington, DC.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Assistive Devices (for Disabled); *Disabilities;
  Educational Legislation; Elementary Secondary Education;
  *Eligibility; *Federal Regulation; Health Insurance;
  *Individualized Education Programs; *Special Education;
  *Student Placement; Summer Schools
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This paper discusses provisions in the reauthorized Individuals with Disabilities Education Act of 1997 that relate to eligibility of students with disabilities, required services, and termination of special education services for students with disabilities who are between ages 18 and 21. It reviews regulations that clarify: (1) when the right to a free appropriate public education ends (when a student graduates with a regular high school diploma, but not if the students receives a certificate of attendance or an alternative diploma); (2) student eligibility; (3) the scope of required special education services required; (4) the right to summer school services; (5) the use of private and public insurance to pay for services only with the parents' informed consent; (6) the requirement that special education include specially designed instruction to meet the unique needs of students; (7) the comprehensive system of personnel development; (8) the consideration of assistive technology for all students as part of the Individualized Education Program (IEP); (9) the requirement that students with disabilities cannot be removed from age-appropriate regular classrooms solely because of needed modifications in the general curriculum; (10) IEP development; (11) private school placements; and (12) the right to continued services when an appeal is filed. (CR)

ED 438 638   EC 307 660

Wallace, Teri; Bernhardt, Jolana; Utermarck, Jennifer
Minnesota Paraprofessional Guide.
SPONS. AGENCY- Minnesota State Dept. of Children, Families, and
  Learning, St. Paul.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- *Credentials; *Disabilities; Elementary Secondary
  Education; Inclusive Schools; *Minimum Competencies;
  *Paraprofessional School Personnel; *Professional Development;
  Qualifications; Standards; *Supervision; Teacher Role; Teamwork
IDENTIFIERS- *Minnesota

This guide was developed to provide teachers, related service personnel, administrators, paraprofessionals, and other individuals charged with assisting in the development of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Discipline; *Due Process; Early Intervention; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Hearings; Individualized Education Programs; Preschool Education; *Special Education; Special Programs; *Student Placement; *Student Rights; Transitional Programs; Transportation
IDENTIFIERS- Individualized Transition Plans; Individuals with Disabilities Educ Act Amend 1997; *Pennsylvania; Related Services

This manual is designed to help Pennsylvania parents of children with disabilities learn how the special education system works in Pennsylvania and how they can make it work for their child. This revision of the manual incorporates changes made to the Individuals with Disabilities Education Act (IDEA) in 1997 and the regulations issued in 1999 to implement the Act. Chapters address: (1) the right to a free, appropriate public education; (2) the right to evaluations and re-evaluations; (3) the right to an Individualized Education Program; (4) the right to transportation and other related services; (5) the right to transition planning; (6) the right to positive behavior programs; (7) the right to extended school year programs; (8) the right to an appropriate school placement; (9) the notice of recommended assignment; (10) the right to disagree with school officials; (11) the right to special protections in school discipline; (12) the right to a high school diploma; (13) the right to pre-school and early intervention services; and (14) other important special education rights. Appendices include sample letters requesting evaluations, pre-hearing conferences, and due process hearings, a list of parent advocacy and support groups, and a list of Web sites of interest. (CR)

ED 438 657 EC 307 679

Siegel-Causey, Ellin
Assessing Young Children with Dual Sensory and Multiple Impairments (Ages Birth to Five Years). Assessment Guidelines, Volume 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 83p.; For other volumes in this series, see EC 307 680-687.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Deaf Blind; Early Identification; *Evaluation Methods; Family Involvement; Individualized Family Service Plans; Infants; *Intervention; Measurement Techniques; *Measures (Individuals); Multiple Disabilities; Performance Based Assessment; Preschool Children; Preschool Education; *Screening Tests; *Severe Disabilities; Skill Development; Student Evaluation; Toddlers
IDENTIFIERS- *Functional Assessment

This volume is a guide for assessing children with dual sensory or severe impairments between birth and age 5. It begins by discussing a functional-ecological three-step assessment process for children birth to three years, and the steps for assessing preschoolers from three to five years old. It then describes six steps to guide the use of the assessment in in boxes within chapters to provide quick reference pointers. Part 1 is an introductory chapter that discusses the need for professional advocacy in special education. Three chapters in Part 2 identify essential personal dispositions, specifically an advocacy disposition, an ethical disposition, and a family support and empowerment disposition. Part 3's three chapters on essential knowledge bases stress the importance of knowledge of special education law, knowledge of dispute resolution mechanisms in special education, and knowledge of school change issues and strategies. Part 4 identifies essential skills in five chapters on interpersonal communication skills, collaboration skills, conflict resolution skills, advocacy skills and strategies, and ethical analysis skills. The concluding chapter discusses special education advocacy outcomes. (Contains approximately 450 references.) (DB)

ED 438 677 EC 307 699

Gethmann, Dee; Milburn, Penny; Schertz, Mary
3-4-5 Thrive: A Guide to Providing Educational Opportunities in the Least Restrictive Environment (LRE) for Iowa's Preschoolers with Disabilities.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Early Intervention; *Educational Legislation; Federal Legislation; Federal Regulation; Inclusive Schools; Individualized Education Programs; *Mainstreaming; *Preschool Children; Preschool Education; Regular and Special Education Relationship; State Regulation; *Student Placement; Surveys
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Iowa

This guide is intended to offer suggestions for enhancing educational opportunities for young children in Iowa with special needs in the least restrictive environment (LRE) as required by both state and federal law in the Individuals with Disabilities Education Act as amended in 1997 (IDEA 97). Emphasis is on IDEA 97's definition and implementation of LRE and what is needed to ensure that 3- to-5-year-olds with disabilities flourish in the general education environment. The guide is organized into four sections which focus on four steps in the process of developing Individualized Education Programs (IEPs): (1) developing sound IEPs; (2) seeking appropriate learning environments; (3) obtaining funding; and (4) ensuring implementation. Each section identifies what the law says, explains what the law intends, and highlights best practices. Among seven appendices are: a review of research supporting inclusion and identifying leadership qualities, the Iowa educational setting codes, a survey form for evaluating the appropriateness of providing special education services in the general education setting, a list of state resources, Iowa teacher license requirements, and sample agency-to-agency contracts. (DB)

ED 438 678 EC 307 700

Avcke, Selete
Working Together towards Successful Transition: School to Adult

and consultants to use for planning and designing the district's high school facilities. The specifications are provided to help build facilities that best meet the educational needs of the students to be served. Descriptions of the learning spaces and the spaces required to support and manage the learning activities are provided, along with descriptions of each space's function and the spatial relationship requirements, and specific specifications for furnishings and equipment where applicable. Areas covered include: the core spaces for administration/counseling; cafeterias; auditoriums; physical education and athletic complex; the instructional spaces for general classrooms, science labs, various special labs, music and art classrooms; and classrooms for special education. Additional specifications cover site development standards; building space allocations and wiring standards; mechanical, electrical, and communication rooms; special systems; acoustic criteria; and furniture and equipment. Appendices include a data diagram, an enrollment projection report, media and room finish matrices, prototype kitchen plans, and technical guidelines. (GR)

ED 438 699 EF 005 658

Wake County Public School System Design Guidelines.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; *Public Schools; *School Construction; Site Development; *Specifications
IDENTIFIERS- *Wake County Public School System NC

The Wake County Public School System has published its guidelines for planning and design of functional, cost effective, and durable educational facilities that are attractive and enhance the students' educational experience. The guidelines present basic planning requirement and design criteria for the entire construction process, including: codes and standards; site development; construction materials; thermal and moisture protection; doors and windows; finishes; equipment and furnishings; plumbing; electrical and mechanical systems; and specialty areas such as toilet facilities, lockers, fire extinguishers and cabinets, and operable partitions. Attachments cover detailed installation and construction specifications for such items as wiring, landscaping, fencing, stage equipment, cable installation, and laminate casework. (GR)

ED 438 700 EF 005 663

Geerdes, Harold P.
Tips: Improving Acoustics for Music Teaching.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education; Cultural Education; *Curriculum Design; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *English (Second Language); Foreign Countries; Kindergarten; Language Arts; Language Minorities; Language of Instruction; Outcomes of Education; Second Language Instruction; Second Language Learning; *Second Language Programs
IDENTIFIERS- *Canada

This document provides a common foundation for bilingual programming across the Western Canadian provinces and territories for K-12 students. The framework is not intended for the development of curricula for French immersion or bilingual programs in native languages. The term bilingual programming is defined for the purposes of this document to describe a partial immersion program where English and a second language are both languages of instruction. Language arts is taught using both languages of instruction. Other subjects are taught in either English or the specific foreign language. Cultural knowledge, skills, and attitudes are often taught using an integrated approach. This framework presupposes that the following portions of the instructional day are allocated to instruction in the second language: K-6: 50%, 7-9: 30%, 10-12: 20%. This framework is designed to assist curriculum writers in developing programming and curricula that meet the needs of students in their respective jurisdictions. It encompasses bilingual programming as a whole, is a generic document intended to be applicable to the study of most languages, provides a progression of specific learning outcomes, and is intended to be delivered in an integrated manner. It is divided into three major sections: language arts; subject area experiences; and culture. The document format resembles a series of charts with multiple columns per page wherein specific information is conveyed for each grade level for every subject and issue addressed, all geared to a specific general learning outcome. (Contains 17 references.) (KFT)

ED 438 720 FL 026 150

Basturkmen, Helen
Discourse in Discussions: A Report of Markers of Detachment and Commitment in Discussion in University Classes.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communicative Competence (Languages); *English for Academic Purposes; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; *Interpersonal Communication; Language Proficiency; *Language Usage; Second Language Instruction; Second Language Learning; Speech Communication
IDENTIFIERS- Hedges (Linguistics); Politeness

The strategic and indirect use of language in academic discussions poses particular difficulties to non-native speakers of English. In order for English language teachers to address the needs of non-native speakers in this area, descriptions of how language is used by proficient speakers of English in academic discussions are required. This paper reports on the markers of detachment and commitment in speaking in discussions between proficient speakers of English in classes in a British university. Findings reported concern the linguistic devices used for marking detachment and commitment

ED 438 738 FL 801 349

Hasib, Shama; Winn, Sally
But Teacher, I Can't Type!
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Bilingual Education; *Computer Assisted Instruction; *Computer Literacy; *English (Second Language); *Instructional Innovation; *Literacy Education

This paper discusses how to create appropriate and well-planned learning activities for lower level, mostly adult, English-as-a-Second-Language students. The paper offers a step-by-step narrative on preparing a class to go to the computer lab, introducing them to and explaining the uses of basic computer components, and then leading them in a variety of very simple but pedagogically useful exercises. The point is made that many, if not most or even all, of these students cannot afford a computer at home, so that this may in and of itself be a useful exercise in acquainting them with this increasingly pervasive technology. Learning English is, of course, the top priority, but understanding and learning about the multiple uses of a computer is a close second. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 438 739 FL 801 351

Frank, Marcella
Guidelines for Tutoring Adult ESL Students.
PUB DATE- 00
NOTE- 54p.; Lecture delivered to English Action (New York, NY, November 10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Programs; *English (Second Language); Grammar; Intonation; Limited English Speaking; Pronunciation Instruction; Second Language Instruction; Second Language Learning; Stress (Phonology); *Tutorial Programs; Tutoring; *Volunteer Training

This document is a copy of a talk regularly given to new volunteers of English in Action, a community-based organization that provides conversation practice to non-native English speakers. The volunteer tutors typically have no formal English-as-a-Second-Language (ESL) training. This packet is designed to help these volunteers be effective ESL tutors by laying out guidelines and procedures. The paper offers "do's and don'ts" for conversation practice; suggests appropriate subjects, materials, and activities that are useful and effective for conversation practice; and demonstrates simple techniques for teaching grammar and pronunciation. Worksheet and handout titles include the following: "Subjects for Conversation;"

students. (SM)

ED 438 759 HE 032 645

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1998-June 30, 1999.
PUB DATE- 99
NOTE- 78p.; For the report for year ending June 30, 1998, see ED 425 688.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Persistence; College Graduates; *Degrees (Academic); Educational Attainment; *Higher Education; *Majors (Students); Private Colleges; Public Colleges; State Colleges; Tables (Data)
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered, and student program completions in North Dakota's public and private postsecondary educational institutions for fiscal year 1998-99. Institutional programs are coded in accordance with the Classification of Instructional Programs (CIP) system and are organized by level of offering: certificate, diploma, bachelor, and graduate. Section 1, "General Information," presents pertinent definitions; a list of the members of the North Dakota State Board of Higher Education; basic information on each institution (address, chief administrator, and type); a chart of the highest level of program offerings at North Dakota colleges and universities; a North Dakota University System tuition, fee, room, and board schedule; and a list of broad CIP areas and corresponding CIP codes. Section 2, "Program Offerings," presents offerings by CIP code, institution, and degree offered. Section 3, "Program Completions by Institution" lists students completions by institution (public or private) and for one- and two-year, bachelor's, and graduate levels. Section 4, "Program Completions by Field of Study," provides equivalent data for years 1988-89, 1997-98, and 1998-99. (SM)

ED 438 760 HE 032 646

Schepp, Julie; Olsen, Tammey
North Dakota Institutions of Higher Education: Fall Enrollment, 1999.
PUB DATE- 99
NOTE- 62p.; For the Fall, 1998 enrollment report, see ED 425 672.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Citizenship; College Credits; College Students; College Transfer Students; *Enrollment Rate; Enrollment Trends; Full Time Equivalency; Full Time Students; Graduate Students; *Higher Education; Marital Status; Out of State Students; Part Time Students; Place of Residence; Private Colleges; Public Colleges; Race; Sex; State Colleges; Tables (Data); Transfer Rates (College); Tribally Controlled Education; Veterans
IDENTIFIERS- *North Dakota

This publication presents 1999 fall enrollment data for North Dakota higher education institutions. An introductory section provides pertinent definitions and institutional abbreviations. The 15 tables present data on: (1) headcount enrollment; (2) full-time enrollments; (3) total student credit hours of part-time students; (4) full-time equivalent enrollments of part-distance education as a means of improving and expanding curriculums, and increasing educational opportunities in rural and remote school districts. Use, considerations, assessment, and limitations are outlined for both television-based and Internet-based instruction. (Contains 23 references and 2 appendices of further readings and Web sites of interest.) (AEF)

ED 438 780 IR 019 905

Anderson, Julie, Ed.
Community Update, 1999.
PUB DATE- 99
NOTE- 77p.; For the 1998 issues, see ED 428 742.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; Educational Finance; Educational Improvement; Educational Technology; *Elementary Secondary Education; *Family Involvement; *Family School Relationship; Federal Government; Government Role; Government School Relationship; Literacy; Newsletters; Reading Programs; *School Community Relationship; Summer Programs; Teacher Education

This document consists of nine issues (covering January through December 1999) of the newsletter "Community Update," containing articles on community and family involvement in education. Article topics include: new programs to help students prepare for college early; Vice President Al Gore announced the first-ever national Hispanic Education Action Plan to help Hispanic-American students; after-school program funding; appropriation bill signed into law to help parents, teachers, students, schools and communities build partnerships and make educational improvements; arrival of E-Rate for schools and libraries; America Counts Challenge initiative to help students master challenging mathematics; efforts to prepare workers and employers for the 21st century; Secretary of Education presented the John Stanford Education Heroes award to ten individuals committed to improving schools and communities; Mars Millennium project launched; moving education into the 21st century; preparing tomorrow's teachers to use technology; FY2000 education budget sent to Congress; teacher quality enhancement initiatives; reports on satellite town meetings; the "Everybody Wins!" literacy program; US West Foundation's technology initiatives and programs; NAEP Report showing progress in reading; educational benefits of smaller class sizes and modern schools; increases in classroom Internet access and the role of the E-Rate; summer reading programs; millennium initiatives; regional office support of after-school and nutrition programs; a new publication highlighting successful districtwide arts education programs; national commissions focusing on teacher recruitment and instructional improvement; "America Goes Back to School" initiative; school and business partnerships; ideas and resources for keeping schools and communities safe; increases in museum education programs; budgets; elementary and secondary education legislation; record-breaking enrollments; Compact for Reading; changing high schools to fit modern times; support for public school improvement; the Afterschool Alliance; comprehensive school reform; and the Apple Learning Interchange, a free online resource. Each issue includes an insert on family involvement, calendar of events, and announcements. (AEF)

ED 438 781 IR 019 906

content and technology focused systems development approaches. The remainder of the paper builds on past theoretical frameworks and empirical investigation to provide a tentative, user-centered framework for intranet design, one that can be used to facilitate organizational information access. Several design principles are offered to guide the development of intranets; these can be used to help promote information access throughout globally dispersed organizations. (Contains 39 references.) (AEF)

ED 438 801 IR 019 929

Choo, Chun Wei; Detlor, Brian; Turnbull, Don
Information Seeking on the Web--An Integrated Model of Browsing and Searching.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society for Information Science (ASIS) (62nd, Washington, D.C., October 31-November 4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Foreign Countries; Information Scientists; *Information Seeking; Internet; Media Specialists; Models; *Online Searching; *Search Strategies; User Needs (Information); User Satisfaction (Information); World Wide Web
IDENTIFIERS- Browsing

This paper presents findings from a study of how knowledge workers use the Web to seek external information as a part of their daily work. Participants were mainly IT specialists, managers, and research/marketing/consulting staff working in organizations that included a large utility company, a major bank, and a consulting firm. Thirty-four participants answered a detailed questionnaire and were interviewed individually in order to understand their information needs and information seeking preferences. A custom-developed WebTracker software application installed on the participants' workplace personal computers continuously recorded participants' activities during two-week periods. Sixty-one significant episodes of information seeking were identified. A model, based on previous research, was developed to describe the common repertoires of information seeking. The study suggests that a behavioral framework, which relates motivations and moves, may be helpful in analyzing patterns of Web-based information seeking. (AEF)

ED 438 802 IR 019 930

Detlor, Brian
Utilizing Web Information Systems for Organizational Knowledge Work: An Investigation of the Information Ecology and Information Behaviors of Users in a Telecommunications Company.
PUB DATE- 99
NOTE- 13p.; Doctoral research proposal presented at the Annual Meeting of the American Society for Information Science (ASIS) (62nd, Washington, D.C., October 31-November 4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Computer Networks; Computer System Design; Corporations; Foreign Countries; Information Networks; *Information Systems; Telecommunications; Users (Information);

including "Guidelines for an Excellent Website" (J. Sears & A. Wohrley), "Web-Based Markup Languages" (M. Kalfatovic), "Browser Plug-Ins" (M. Benzing), "A Day in the Life...Multimedia and Librarians in the Twenty-First Century" (B. Eden); (4) "The Document as Object and Commodity," including "Metadata 101" (P. Caplan), "Unique Identifiers on the Web for Documents, Sites, and Domain Names" (C. Riggs), "Copyright in Cyberspace" (G. Hoffmann), and "Cyber-Citing" (K. Vogel); (5) "Puttin' It Out over the Net: Sources and Services," including "Collecting Electronic Resources" (K. Parker), "Let's Put It All on the Web: Practical Information for Digital Imaging" (A. Hough), "Digital Libraries" (P. Jones), "In Search of the Elusive E-Journal" (M. Geller), "Developing an Internet-Based Reference Service" (B. Bennett), and "Electronic Reserves" (J. Rosedale); (6) "The Library'd Be Fine if It Wasn't for All Those People!," including "Providing Web Access in Libraries" (A. Abramson), "Kids, the Internet, and All Those Adult Anxieties" (W. Minkel), "The Iron Triangle of Privacy, Filtering, and Internet Use Policies" (J. Shuler), "Licensed to Teach" (A. Thornton), and "You Gotta Go to School for That? Pac-Man in the Information Arcade" (J. Seay); (7) "Cutting Edge or Bleeding Edge: You Make the Call," including "Security and Authentication Issues" (M. Breeding), "Wireless and Ubiquitous Computing" (S. Cavrak), "Push Technology" (A. Aaron), "Virtual Reality Primer for Cybrarians" (D. Mattison), and "Quitting the Technology of the Month' Club" (R. Olszewski); and (8) "As the Librarian Turns," including "On the Lighter Side:...And a Small Child Shall Lead Them" (J. Johnston), "Rupert Giles, Techno-Terror, and Knowledge as the Ultimate Weapon" (G. DeCandido), "Overcoming Image" (J. Houghton & R. Todd), and "Finding Things and Telling Stories" (J. Myers). Contains an index. (MES)

ED 438 824 IR 057 649

Eberhart, George M., Comp.
The Whole Library Handbook 3: Current Data, Professional Advice, and Curiosa about Libraries and Library Services.
PUB DATE- 00
NOTE- 569p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Information Technology; *Libraries; Library Education; Library Materials; Library Personnel; *Library Science; *Library Services; Library Statistics; Users (Information)

This handbook contains articles, guidelines, and other information from the field of library science organized into the following chapters: (1) "Libraries," including some basic figures, academic libraries, public libraries, school libraries, special libraries, national libraries, state libraries, small libraries, facilities, the past, and the future; (2) "People," including how many people work in libraries, job searching, librarians, managers, school library media specialists, trustees, friends, and support staff; (3) "The Profession," including events, scholarships/grants/awards, library education, and research/writing; (4) "Materials," including books, documents, special collections, multimedia, children's materials, and young adult materials; (5) "Operations," including bibliography, acquisition and reviewed represent the best and the most popular children's fiction published in the United States since 1990. Titles included will appeal to children who like fiction based on a particular subject but who are not necessarily looking for similar story lines or characters in each book. Popular paperback series are also included. The primary audience for the books is children reading at the third through eighth grade levels. The first chapter, entitled "Reading for Life," discusses establishing the reading habit and includes useful Internet sites. The following chapters present books in several genres: (1) adventure; (2) animals; (3) contemporary life, including families and family life, family relations, friends and friendship, schools, ethnic groups, and problem novels such as divorce and death; (4) fantasy and science fiction; (5) historical fiction, including the Anglo-Saxon period, Middle Ages, Renaissance, sixteenth century, seventeenth century, eighteenth century, nineteenth century and frontier life, and twentieth century; and (6) mysteries, including crime, mystery and detective stories, ghosts, supernatural, and humor. Each entry includes age level, number of pages, ISBN, other titles for series or companion novels, awards, and an annotation. Includes author/title and subject indexes. (MES)

ED 438 844 IR 057 671

Pollard, Richard
The Impact of a Scholar's Workstation on the Use of Library Services and Electronic Sources.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Access to Information; Higher Education; *Information Services; Internet; Questionnaires; Student Attitudes; Student Surveys; Tables (Data); Use Studies; Users (Information); *Workstations
IDENTIFIERS- *Electronic Resources; Remote Access; University of Tennessee Knoxville

With the support of a grant from the U.S. Department of Education, the University of Tennessee, Knoxville libraries placed Scholar's Workstations at four sites with personnel involved in environmental studies. Each workstation functioned as an electronic branch library providing on-site access to selected central library services, information sources, and Internet services. A range of subjects, from undergraduates to post-doctoral fellows, was surveyed about use and availability of library services and information sources before and after installation of the Workstations. Analysis of data from undergraduate subjects was largely inconclusive. Data from other user categories indicate that use of several electronic sources and Internet services increased after subjects' exposure to the Workstations. User perceptions of the availability of electronic information sources also improved. While no evidence of changes in the level of use of library services was found, user perceptions of the availability of these services did improve. Appendices include the model Scholar's Workstation registration/user profile and questionnaire. (Author/MES)

ED 438 845 IR 057 672

University of Hawaii Community Colleges Strategic Plan, 1997-2007.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Community Colleges; *Educational Planning; Higher Education; Mission Statements; Policy Formation; Prediction; Strategic Planning; Systems Analysis; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This strategic plan was prepared to provide an overall direction for, and to enhance the quality and credibility of community colleges for the decade 1997-2007. Hawaii's community colleges are administered under the University of Hawaii system. The basic mission of the community colleges is to provide accessible postsecondary education to all citizens 18 years or older, teach both liberal arts and sciences courses as well as specialized technical and vocational education, customize employment training and contribute to the cultural and intellectual life of the community. External issues addressed in the plan are changing demographic trends due to the increasing number of ethnically diverse students, and women who are entering the work place. Also addressed are how the community colleges plan to meet the changing nature and distribution of work as employment shifts to the service sector. Like mainland institutions, the University of Hawaii system and its community colleges face a decline in public resources allocated to higher education, and must also meet the challenges of public expectations regarding distance education and how education should be delivered. The plan includes an analysis of external, operational, and program efficiency issues for each of its community colleges. Specific information on how each community college is meeting strategic goals is included. (AF)

ED 438 865   JC 000 203

Transfer in Virginia--An Update. Transfer Connection, 1998.
PUB DATE- 98
NOTE- 9p.; For the 1997 issue, see ED 438 009.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *Community Colleges; Higher Education; Information Dissemination; Resource Materials; State Schools; Student Needs; *Transfer Policy; *Transfer Programs; *Transfer Students; Universities
IDENTIFIERS- *Virginia Community College System

This annual publication presents articles that describe a sample of exemplary transfer practices at Virginia's colleges and universities. The articles are designed to increase understanding of how institutions communicate information and facilitate transfer between two-year and four-year institutions. An overview, "Transfer in Virginia- An Update," discusses several very useful tools available to assist students in making informed course selections while they are attending the community colleges and Richard Bland College, and notes that many four-year colleges and universities now offer guaranteed admissions to students who earn a transfer-oriented degree. The first article examines "Web sites as Sources of

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bachelors Degrees; Community Colleges; Comparative Analysis; *Economic Factors; Economic Impact; Economic Research; Educational Finance; Educational Policy; Educational Strategies; Financial Needs; Foreign Countries; Higher Education; Language of Instruction; Money Management; *Nursing Education; *Partnerships in Education; Program Implementation; Team Teaching
IDENTIFIERS- *Ontario

This document is an exploratory inquiry into the development of collaborative baccalaureate nursing programs in Ontario, Canada, identifying key policy issues and economic considerations. The introduction discusses the purpose of the project and its limitations and methodology, and compares the English and French language nursing programs. Part 1 of the paper, entitled "The Present Situation and Forces Contributing to Change," describes the present state of nursing education, the baccalaureate and diploma, the "legislation" and education route to entry to practice, and collaborative and articulated programs. Part 2, "Examining Major Policy Options from the Perspective of Impact on Costs and Funding," consists of two sections. Section A addresses impacts on cost, such as length of time for degree obtainment, parallel degree programs, integration and specialization of institutions, cost of resources, and articulated vs. integrated programs. Section B addresses funding issues like sectoral funding formulas, weighting factors, grant allocation, and proposals for funds and tuition fees. Concluding comments are provided. (Contains 33 references.) (YKH)

ED 438 885   JC 980 035

Steck, Susan
Success Skills for Textile Workers. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Colleges; Educational Cooperation; *Inplant Programs; *Literacy Education; Manufacturing Industry; *Outcomes of Education; Program Effectiveness; Program Evaluation; Program Implementation; Two Year Colleges
IDENTIFIERS- *Textile Occupations

The Success Skills for Textile Workers project was established in November 1994 by Alabama educational institutions and textile manufacturers to provide workplace literacy training for textile workers. This report details project objectives and outcomes through October 31, 1997. Introductory materials describe project components and list indicators of success. Actual project accomplishments for the period are compared with program objectives: employing project personnel; analyzing educational needs; implementing outreach and recruitment; developing instructional programs; achieving job retention or promotion for at least 70% of program "graduates"; achieving positive supervisor evaluations of at least 70% of graduates; providing support services and training instructors; developing accomplishments and moving from the baseline mean continued efforts in training, assisting teachers and administrators in managing operational factors, and recognizing employers' concerns about involvement; (4) strategic decision-makers should consider that STW is viewed as a school reform effort; (5) findings raised issues about implementing career majors; and (6) strategic decision-makers continue to experience effects of how STW was conceptualized and introduced as a policy initiative. The following key evaluation questions guided the study and organized data displays: (1) How aware are K-12 teachers and employers are of the Kentucky STW system? (2) How are they involved in STW programs and initiatives? (3) How and to what extent has the STW initiative permeated the K-12 curriculum? (4) What factors promote and hinder teacher and employer involvement? (5) How confident are they in the effectiveness of STW in improving students' overall education; (6) How satisfied they are with the system's abilities to prepare them for their roles in STW programs? (7) How has the STW system made a difference in meeting students' needs? The appendices contain employer interview questions, teacher surveys, and other questionnaires. (Contains 35 figures and 11 tables.) (YLB)

ED 438 398   CE 079 681

Parke, Mary; Tracy-Mumford, Fran
How States Are Implementing Distance Education for Adult
  Learners. State Policy Update.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Literacy;
  Adult Students; *Distance Education; Educational
  Administration; Educational Finance; *Educational Policy;
  *Educational Technology; Federal Aid; Literacy Education;
  Program Development; Program Implementation; State Aid; State
  Programs; *Statewide Planning; Student Characteristics
IDENTIFIERS- *California; *Delaware

A recent survey of state directors of adult education reveals that 31 states include distance learning as either a current initiative, or in a future plan, to provide education delivery to adult learners. Distance learning modes employ technology in four categories: computer, video, audiographic, and telephone. Distance learning for adult learners is as effective as traditional classroom instruction when methods are appropriate to course objectives, interaction among students is built into the program, and there is ongoing teacher-student feedback through chats, bulletin boards, private mail, or a combination. Most successful distance learners are highly motivated and self-disciplined, know when to call upon instructors for assistance, and possess a serious commitment to learning, and a willingness to follow through. Policies to put a new infrastructure for distance learning into place need to address the following areas: (1) allocation of resources for developing and implementing distance education; (2) increased technology needs; (3) adjusted reporting structures for cost reimbursement and measuring student "attendance"; (4) effective models and program quality; (5) intensive training of staff; and (6) student recruitment. California and Delaware offer distance learning on a statewide level. California offers distance learning through several state Department of Education

IDENTIFIERS- *European Community

This document, which is intended to stimulate debate among vocational education researchers, policymakers, and practitioners, provides a comprehensive overview of the development of vocational training policy at the European level over the past 40 years. The following are among the topics discussed in the document's eight chapters: (1) moving from a common policy to a European Community policy; (2) moving from policy to practice to meet the challenge of change; (3) facilitating adaptation to industrial change via training and retraining; (4) improving initial and continuing training to facilitate vocational integration and reintegration into the labor market; (5) facilitating access to vocational training, and encouraging the mobility of trainers/trainees and young people; (6) stimulating cooperation on training between educational or training establishments and firms through work-related vocational training and apprenticeships; (7) developing exchanges of information and experience on issues common to Member States' training systems; and (8) future challenges for vocational training (the nature of change, the issues at stake, development of the acquis communautaire--body of European Community law). Appended are information about the sources of data used in the analysis and a time line of development of the acquis communautaire. (Contains 40 references and 56 graphs/tables.) (MN)

ED 438 417 CE 079 706

Stern, David; Byrnes, Matthew; Levesque, Karen; Lauen, Douglas
Enabling High Schools To Assess Schoolwide Results of Reform: A Pilot Test.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; *Educational Change; Educational Improvement; Evaluation Methods; Evaluation Research; Feasibility Studies; *High Schools; Partnerships in Education; Pilot Projects; *School Surveys; Success
IDENTIFIERS- High Schools That Work; *Impact Studies

A procedure for assessing and comparing schoolwide change, so that groups of schools could use the resultant information for continuous improvement, was developed. The feasibility of the new assessment procedure was tested by applying the new procedure in 5 schools in the Bay Area School Reform Collaborative (BASRC) in the San Francisco Bay Area, and 27 schools in the Southern Regional Education Board's High Schools That Work (HSTW) network. Administrators and faculty from both groups of schools met with the researchers conducting the test, and with administrators and faculty from the other schools in their network, to determine whether individual schools' indicators of student achievement and engagement were improving, and explore why improvement was occurring more rapidly at certain schools. The study demonstrated that joint inquiry into comparative data is indeed feasible, and that a collegial process for analyzing comparative data that involves teachers, counselors, and principals may be a useful addition to the evolving set of institutional mechanisms designed to help schools improve. (Contains 21 references and 11 tables/figures. Appended are the 1997-98 school data report development materials has been tested with teachers and published as a framework for developing career-related learning in primary and middle schools. (MN)

ED 438 435 CE 079 737

Watts, Tony
Home Internationals: Adult Guidance Policy Developments in Britain and Ireland. Report on a NICEC/CRAC Policy Consultation (Cambridge, England, October 19-20, 1999). CRAC NICEC Conference Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 5p.; The policy consultation was done in collaboration with the National Advisory Council for Careers and Educational Guidance.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Programs; *Career Education; *Career Guidance; Comparative Analysis; Delivery Systems; Education Work Relationship; Educational Cooperation; *Educational Counseling; *Educational Policy; Financial Support; Foreign Countries; Guidance Objectives; Information Dissemination; Information Networks; International Cooperation; International Educational Exchange; Lifelong Learning; Marketing; Partnerships in Education; *Policy Formation; Post High School Guidance; Professional Associations; Public Relations; Standards
IDENTIFIERS- Ireland; *United Kingdom

A total of 26 representatives of government departments, relevant national bodies, and guidance professional associations in England, Northern Ireland, the Republic of Ireland, Scotland, and Wales met to identify ways they might work together to improve the information, advice, and guidance services available to adults in their respective countries. The discussions focused on the following three topics: key features of adult guidance systems and initiatives in each country; similarities and differences between the systems and initiatives in each country; areas of common concern; and possible future actions. Despite significant differences in the ways guidance policy is evolving in each country, the five countries shared common concerns related to the following seven issues: (1) making the case for free, accessible guidance on learning and work; (2) funding for in-depth guidance; (3) marketing to foster broader public understanding of the need for adult guidance; (4) marketing to promote lifelong learning; (5) development and use of quality standards; (6) supporting networking among practitioners; and (7) finding a better way to utilize broadcasting and other information and communication technologies within existing models of guidance delivery. The participants also identified 11 possible future actions in the areas of sharing experience, comparative evaluations, and common action. (MN)

ED 438 436 CE 079 738

Watts, Tony
Progression in Careers Education. Report on a NICEC/CRAC Invitational Policy Consultation Held on 12-13 March 1998 at the Belmont Hotel, Leicester. CRAC NICEC Conference Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge

trainers programs. Chapter 4 discusses national and regional programs to develop Open-Distance-Learning courses in areas of strategic importance to the socioeconomic development in Phare countries and the Course Module Development projects for transnational course development. Summary sheets describe 27 courses. Chapter 5 provides information on the European Studies Program and three courses developed for it on European legislation. Chapter 6 describes the following two strategic studies: Study on Legislation, Accreditation, Recognition, and Quality Assurance Methods Applied to Open and Distance Learning In Central and Eastern Europe; and Study on Infrastructure and Market Developments Related to ODL in Central and Eastern Europe. Chapter 7 provides the contact information. (YLB)

ED 438 453   CE 079 774

Two Perspectives on Reforming the Regional System of Vocational Education. Based on the Pilot Project in the North-West Regions of the Russian Federation.
PUB DATE- 99
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Curriculum Development; Developing Nations; *Educational Administration; *Educational Change; Foreign Countries; *International Cooperation; Job Training; Labor Force Development; Labor Market; Labor Needs; Postsecondary Education; *Regional Planning; School Business Relationship; Secondary Education; *Teacher Education; Teacher Improvement; *Vocational Education
IDENTIFIERS- *Russia

This report informs readers on the state of regional vocational training reform in Russia and shares experiences on how present problems and challenges have been addressed by a joint international development project. The three chapters of Part I present information from the perspective of the European Training Foundation: "Introduction to the Pilot Project on Vocational Education and Training (VET) Reform in North-West Russia" (Timo Kuusela); "Regional VET Reform: A Bottom-Up Approach" (Arjen Vos); and "Joint International Cooperation" (Arjen Vos). The six chapters of Part II present information from the perspective of the Russian partners involved in the project. This section is introduced by comments, "The Russian Perspective" (Oleg Lebedev). The chapters are "Problems in Reforming the System of Initial Vocational Education in Russia" (Evgeny Butko); "The Labour Market and the Social Partners" (Nicolay Balalayev); "Reforming the Content of Vocational Education" (Elena Vasina); "Upgrading the Qualifications of Teaching Staff--Training the Teaching Staff in New Curricula and Syllabi" (Victor Shapkin); "Managing a Vocational Education System in Conditions of Transition to a Market Economy" (Oleg Lebedev); and "Conclusions" (Oleg Lebedev). Appendixes contain information on the following three regional programs: Leningrad Oblast, Novgorod Oblast, and St. Petersburg. The first two are analytical articles, written by experts from the regional education management authorities, and the third is the text of a regional program. (YLB)

ED 438 454   CE 079 775

Beleva, Iskra; Tzanov, Vasil; Noncheva, Teodora; Zareva, Iren
Background Study on Employment and Labour Market in Bulgaria.
PUB DATE- 99

contain course material (81 percent); be nurturing (73 percent); be demanding (71 percent); be challenging (96 percent); insure avenues are available to obtain extra credit (81 percent); accommodate individual student abilities and learning styles (81 percent); provide group activities that promote critical thinking (78 percent); not be an easy grader (81 percent); and not ignore student rudeness (94 percent). Among other ideas from respondents were the following: (1) learning is more important than obtaining good grades (76 percent); (2) demonstrating courtesy towards college professors is important (92 percent); (3) the source of authority and knowledge is generally trustworthy (78 percent); (4) evaluations are not used to "get back" at demanding instructors (75 percent); and (5) being entertained is not a priority (75 percent). (Contains 24 references and the survey instrument.) (KC)

ED 438 472 CE 079 804

Adult Education Program Courses Standards. Adult General Education, July 1998.
PUB DATE- 98
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Basic Education; Adult Development; *Adult Literacy; Adult Students; Citizenship Education; Disabilities; Employment Potential; English (Second Language); *Guidelines; High School Equivalency Programs; Job Skills; *Literacy Education; *State Standards
IDENTIFIERS- *Florida

This document contains the 1998 Florida adult education program courses standards (curriculum frameworks and student performance standards) for major adult and literacy programs, as well as programs for workplace readiness skills, and special programs for the diverse population served in this area. Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: purpose, program structure, special note, and intended outcomes. Student performance standards are listed for each intended outcome, and are intended to correspond to competency-based adult education. Program and course standards are based upon competencies required for entry, advancement, and upgrading in basic skills in the following adult education program areas: (1) adult basic education; (2) general education-promotion; (3) general education development preparation; (4) adult life stages; (5) English for limited-English-proficient adults; (6) workplace readiness skills; (7) citizenship; (8) adults with disabilities; and (9) system for applied individual learning. (KC)

ED 438 473 CE 079 808

Gbomita, Victor K. A.
Pennsylvania Vocational Teacher Preparedness: Implications for Teacher Development in the 21st Century.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Stereotypes; *Story Telling; *Teaching Guides; Teaching Methods
IDENTIFIERS- *Dolls

Storytelling with persona dolls (dolls that are given names, family histories, and other traits by teachers) is a powerful tool for teaching classroom and social skills, giving children words for and tools to manage their feelings, developing problem-solving and conflict-resolution skills, expanding children's comfort with difference, undoing stereotypes and biased information, and helping children learn to stand up against bias. This book presents to teachers of young children from toddlers through the primary grades methods for using persona dolls. Each of the "Kids Like Us" doll stories can serve as a way to help children deal with common problems, conflicts, and developmental issues. The author outlines five steps for using persona dolls: thinking, identifying feelings, discussing, putting themselves into the doll's place, and problem solving. Practical tips are provided for creating characters, inventing stories, and working with children in a group. Appendix A includes sample forms for getting started with persona dolls. Appendix B includes sample features for the dolls. Includes a resources list of dolls and doll-making supplies, stores, books, and Web sites. (GCP)

ED 438 491   CG 029 772

McConochie, William A.
At Risk for Violence Test (ARFV). For Identifying Violence-Prone Teens and Adults. Manual.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; *Measurement Techniques; Questionnaires; *Test Manuals; *Test Reliability; *Test Validity; *Violence

The At Risk for Violence Test (ARFV) is a test used to identify violence prone teens and adults. The ARFV, teen version, is designed for use in public and private schools, grades 6 through 12, as an annual screening early in the school year. Norms for girls and boys are used for scoring reports. The adult version may be used to screen job applicants or to counsel persons with anger and violence control problems. Adult norms are used for individuals over 18 years of age. The ARFV test items are written in a Likert scale format, permitting four levels of agreement or disagreement. This manual contains the test, directions for its administration and evaluation, and evidence of its reliability and validity. Research suggestions and additional follow-up and preventive program suggestions are provided. Also included are suggestions for handling criticisms about the test, and recommendations for managing political issues that might arise when trying to incorporate the test in a school system. (GCP)

ED 438 492   CG 029 776

Tortorici Luna, Joanne M.
Critical Incident Stress Management in Schools: Mental Health Component.
PUB DATE- 99
NOTE- 21p.; Paper presented at the American Counseling Association World Conference (San Diego, CA, April 13-17, 1999).
LANGUAGE- English

which helps to identify and then maximize the student's specific strengths. The book also offers ideas on how to help students develop the self-monitoring strategies needed to keep track of their own meaning-making process as they read. Chapters in the book are: (1) Honoring What Readers Do; (2) How Readers Use Language; (3) Three Cueing Systems; (4) Aren't Errors Bad? Some Underlying Principles of Miscue Analysis; (5) Choosing Reading Material and Getting Started; (6) Recording What Readers Do; (7) Conducting Good Retellings; (8) Coding Miscues: Procedures for Classroom Use; (9) A Portrait of the Reader; (10) What's Next for This Reader? From Miscue Analysis to Instruction; and (11) Miscue Analysis in the Life of the Classroom. Appendixes contain interview questions, a short story, a retelling, a sample retelling form, a miscue inventory, a coded story, a coding sheet, and checklists. (Contains 49 references.) (RS)

ED 438 511 CS 013 876

Palmer, Barbara Martin, Ed.
College Reading: Perspectives and Practices. The College Reading Association Monograph Series.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Higher Education; Principals; *Reader Response; *Reading Comprehension; *Reading Writing Relationship; *Teacher Education; *Undergraduate Students; Whole Language Approach
IDENTIFIERS- College Reading and Study Skills Inventory

This book addresses reading issues pertaining to college students at all levels, and is envisioned as an essay collection of interest to educators involved with college reading, as well as those in other disciplines. Section 1 (Perspectives) presents 4 essays, which describe how college readers perceive reading and writing: "'Josh': Case Study of an Underprepared College Student in a Response-Centered Composition Classroom" (Evangeline Newton); "Reader Assignation of Race/Ethnicity to Ambiguously Depicted School Principals in Chapter Books" (Marguerite Cogorno Radencich); "Whole Language: A Survey of a College Population" (Latty L. Goodwin); and "The Spontaneous Comprehension Monitoring Strategies of College Freshmen and College Seniors" (Barbara Martin Palmer). Section 2 (Practices) presents 2 essays, which address a way of changing teacher education through journaling, and the relationship between electronic conferencing and the reading, writing and thinking of community college readers: "University and Classroom Conversations: Transformative Education Found, Lost, and Found Again" (Nina Zaragoza, Jane Devick, and Deborah Beam); and "Factors Associated with Computer-Mediated Pre-Writing and Reading Activities" (Bob Lucking, Ray Morgan, and Ann Woolford-Singh). (Contains approximately 120 references.) (EF)

ED 438 512 CS 013 877

McClain, Veda Pendleton
Progressive Optimism and High Literacy Press: Defeating the Deficit Notion in Economically Disadvantaged African-American Families Whose Children Are Successful Readers.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Grouping (Instructional Purposes); Reading Achievement; *Reading Instruction; Reading Motivation; Reading Research; *Reading Teachers; Student Evaluation; *Teacher Characteristics; Teacher Expectations of Students

Every child deserves excellent reading teachers because teachers make a difference in children's reading achievement and motivation to read. This position statement provides a research-based description of the distinguishing qualities of excellent classroom reading teachers. Excellent reading teachers share several critical qualities of knowledge and practice; they: (1) understand reading and writing development; (2) continually assess children's individual progress and relate reading instruction to children's previous experiences; (3) know a variety of ways to teach reading; (4) offer a variety of materials and texts for children to read; (5) use flexible grouping strategies; and (6) are good reading "coaches." In addition, excellent reading teachers share many of the characteristics of good teachers in general. They have strong content and pedagogical knowledge, manage classrooms so that there is a high rate of engagement, use strong motivation strategies that encourage independent learning, have high expectations for children's achievement, and help children who are having difficulty. (Contains 27 references and 13 related resources available from the International Reading Association.) (RS)

ED 438 533 CS 013 907

Teaching All Children To Read: The Roles of the Reading Specialist. A Position Statement of the International Reading Association.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Instructional Leadership; Professional Development; Reading Achievement; Reading Difficulties; *Reading Instruction; *Reading Teachers; *Specialists; Standards; Teacher Role

Teaching all children to read requires that every child receive excellent reading instruction, and that children who are struggling with reading receive additional instruction from professionals specifically prepared to teach them. The range of student achievement found in classrooms, with the inclusion of children who have various physical, emotional, and educational needs, requires that educators move to different educational models from those of the past. These new models present opportunities for teachers and reading specialists to work collaboratively to provide effective instruction for all students. In order to provide these services, schools must have reading specialists who can provide expert instruction, assessment, and leadership for the reading program. Contains 11 references and 7 related resources available from the International Reading Association. (RS)

ED 438 534 CS 013 908

(Composition)
IDENTIFIERS- *Agency Theory; *Poststructuralism; Power; Purpose (Composition); Subjectivity

This book weaves together some of the author's most influential writings of the 1990s to offer a unique engagement with poststructuralism that defies the boundaries between theory and embodied practice. The sophisticated and nuanced discussions of subjectivity, agency, epistemology, feminism, and power are embedded in vital depictions of life experience and empirical research. The book shows the importance of poststructuralist perspectives for the author's research in classrooms, on playgrounds, with literary texts, and in her own life history. Accessible for students, researchers, and theorists alike, the book makes poststructuralist concepts usable as conceptual frameworks for interpreting and analyzing the social world. Chapters are: (1) "Coming to Writing"; (2) "The Process of Subjectification"; (3) "The Problem of Desire"; (4) "The Concept of Agency"; (5) "Women's Subjectivity and Feminist Stories"; (6) "Positioning: The Discursive Production of Selves" (with Rom Harre); (7) "Classroom Competencies and Marginal Positionings" (with Robyn Hunt); (8) "The Subject of Poststructuralism"; (9) "Poststructuralist Theory in Practice: Working with 'Behaviorally Disturbed' Children" (with Cath Laws); and "Epilogue: On Mor(t)ality." Contains an extensive reference list. (NKA)

ED 438 554 CS 217 010

Crown, J. Conrad
An Alphabet for English-IV.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alphabets; Elementary Education; Phonetics; Spelling; *Written Language

The current spelling of words in English is so lacking in consistency that the time is ripe for the adoption of an alphabet that embodies some semblance of phonetics. This paper proposes a new alphabet for English that uses the English (Roman) letters as elements so that current type and typewriters can still be used. Furthermore, allowance is made to distinguish the great number of homonyms that occur in the English language. The new alphabet is presented in four stages, starting with an Initial Teaching Alphabet, then adding successively alternate vowels, consonant modifications, and finally special letter strings. (Author/RS)

ED 438 555 CS 217 011

Soles, Derek
The Role of Intuition in the Design of the Freshman Composition Curriculum.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Curriculum Development;

goals of the basic communication course, which is followed by descriptions of the Writing and Inquiry 1 and 2 courses comprising the rest of the First Year Program. It then explains ways the foundational courses have been linked to encourage the habit of searching for connected knowledge. Finally, the paper presents methods used and results obtained in a preliminary analysis of student feedback. Appendixes contain sample instructions and questions to participants, and examples of participant answers. (EF)

ED 438 577 CS 510 241

Greenstreet, Robert
The Road Less Traveled: Going Local.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Intercollegiate Cooperation; *Persuasive Discourse; Program Development; Program Effectiveness; Student Needs
IDENTIFIERS- *Debate Tournaments

This paper presents an explanation, justification, and invitation to establish and participate in local circuits for intercollegiate forensic tournaments. It begins by discussing the personal experience of one college forensic group in various national tournament circuits. It then presents reasons the founding of a local circuit was needed, citing the time and monetary needs of the nontraditional students who comprise the majority of the program. The paper concludes by discussing the educational value of participation in forensics programs and by stating the many benefits incurred through the establishment of a local circuit, the Great Plains Forensic Conference, which plans tournaments among several forensics programs included in this regional association. (EF)

ED 438 578 CS 510 242

Adams, Dennis; Hamm, Mary
Media and Literacy: Learning in an Electronic Age--Issues, Ideas, and Teaching Strategies. Second Edition.
PUB DATE- 00
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Computer Literacy; Fine Arts; *Information Literacy; Internet; Language Arts; *Mass Media; *Numeracy; *Scientific Literacy; *Technological Literacy

This book sets out to examine the "new literacies" in today's technology-intensive world, and it presents ideas, concepts, and practical methods for improving learning about and with the whole range of information technologies. It follows a pattern designed to inform and challenge current educational practices. Chapters in the book are: (1) Multiple Literacies: Media Across the Curriculum; (2) Media Production in a Digital World: Creating Meaning with Video, Film, and Computers; (3) Communicating in the Future: The Language Arts and Literacy

NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Educational Environment; Elementary Secondary Education; *High Risk Students; Prevention; Program Effectiveness; Student Behavior; Student Welfare; *Violence

This paper examines the roots of youth violence in U.S. society and the specific risk factors that predispose children to use violence. Using surveys of the literature, interviews with researchers, and an observation of an intervention, the report describes a highly successful school-based program of identification and intervention for high-risk children at early ages. Some of the risk factors that are examined are those that stem from cultural variables, which affect everyone, and individual variables, which affect certain children. Children exposed to risk factors follow a well-described path towards violence, and it is the schools' responsibility to identify at-risk children early in the students' careers and to offer intervention. However, some schools cannot offer help. These unsafe schools lack cohesion and feature chaotic, stressful, poorly structured environments. Conversely, safe schools allow students to feel nurtured, cared for, accepted, and protected. Various factors contribute to the making of a safe school, including the design and use of the physical space itself. Some suggestions for identifying at-risk students and what can be done to intervene with their violent behavior are offered. Schools may employ primary, secondary, and tertiary prevention measures to help their students. (Contains 26 references.) (RJM)

ED 438 599   EA 030 230

Schuttloffel, Merylann J.
Character and the Contemplative Principal. The NCEA Catholic Educational Leadership Monograph Series.
PUB DATE- 99
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Principals; Religious Education; Values
IDENTIFIERS- *Reflective Practice

This monograph describes a process to transform the routine managerial aspects of the Catholic school principalship into a vibrant and prayerful ministry. It opens with a portrayal of a fictitious Catholic school principal, and the contemplative skills that are used as a method of reflective practice and leadership. The focus is on how to integrate educational-leadership practice with Catholic educational-leadership practice. The book summarizes key theoretical concepts related to contemplative practices. It discusses research that focuses on reflective practice and action research, and describes ways that preservice teachers can analyze their field experiences. The text also offers three levels of reflection to delineate the differences in behavior between educators who choose to act exclusively as technicians, and those who operate from a reflective framework. It elaborates six problem-solving

IDENTIFIERS- Coalition of Essential Schools

This book is intended for those who are worried about the state of schools and who want to improve them. It focuses on the Authentic Teaching, Learning and Assessment (ATLAS) program, which brought together the most successful ideas and practices of four partner organizations (Education Development Center, School Development Program, Harvard Project Zero, and Coalition of Essential Schools). Four of the book's chapters focus on these ATLAS organizations. Each chapter is the product of a collaboration between some program outsiders and at least one insider. The first chapter focuses on the ATLAS program's creation. This chapter not only presents ATLAS as it has become, but also looks closely at the processes that brought it into being. Chapters 2 and 3 examine two organizations that seem, on the surface, to be similar yet have some interesting differences. Chapter 4 examines a school-reform venture that was derived from a research program, and chapter 5 tells the organizational story of the ATLAS program, focusing on the craft knowledge of change of some of the organizations' most senior staff. Chapter 6 offers an account of the struggle of the four organizations to "become ATLAS," and also provides a portrait of a fifth organization born of the effort. (Contains an index and 63 references.) (RJM)

ED 438 619   EA 030 259

Sernak, Kathleen
School Leadership--Balancing Power with Caring.
PUB DATE- 98
NOTE- 192p.; Foreword by Nel Noddings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; *Educational Administration; *Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Leadership; Principals; *School Based Management; Teacher Attitudes
IDENTIFIERS- *Caring; Power

This book examines caring from three perspectives. It opens with a discussion of Nel Noddings's caring tenets--caring is collaborative, situational, reciprocal, and committed--that are seen as necessary for an ethic of caring. A critique of an ethic of caring from the viewpoints of caring with leadership, caring as a "female ethic," caring for a collective, and caring as a cultural concept are then discussed. The critique of an ethic of caring calls into question the accepted ideas associated with caring. The subjects discussed are: (1) caring as a female ethic; (2) the downside of caring as connection and reciprocity; and (3) caring as cultural understanding. The case-study of a high school, and the town in which it is located, are presented, followed by an examination of the principal's role, as an African-American woman, in developing a climate conducive to caring. The chapters consider descriptions and examinations of the principal's, the collective faculty's, and specific faculty groups' perspectives on caring, and how those understandings relate to perceptions of power. The text concludes with the suggestion that there is an integral connection between caring and power and supports the view that power is necessary to caring. (Contains an index and approximately 135 references.) (RJM)

ED 438 620   EA 030 260

Minnesota's paraprofessional workforce, with information and strategies to build strong, effective, supportive teams to ensure successful educational services for all students. It begins by discussing the evolving role of paraprofessionals as instructional supports and key members of the educational team. Federal and state legislation relating to paraprofessionals is reviewed and characteristics of Minnesota paraprofessionals are highlighted. The guide then includes sections that address: (1) the six guiding principles of Minnesota paraprofessionals; (2) the roles of educational team members working with paraprofessionals; (3) paraprofessional competencies, including competencies relating to: understanding special education, characteristics of learners, assessment and diagnosis, instructional content and practice, supporting the teaching and learning environments, managing student behavior, communicating and collaborative partnerships, and professionalism and ethical practices; (4) competencies for individuals who direct the work of paraprofessionals; and (5) creating an Individualized Professional Development Plan. Appendices include core competencies and specialized competencies for Minnesota paraprofessionals, a core paraprofessional skills inventory, a specialized paraprofessional skills inventory, a support assistant work plan request, a job description worksheet, and an Individualized Professional Development Plan. (Contains 12 references.) (CR)

ED 438 639 EC 307 661

State's Testing Participation Goal Unmet in Fast-Growing Exceptional Education Program. OPPAGA Progress Report.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Assessment; *Educational Finance; Elementary Secondary Education; Financial Support; *Incidence; Population Trends; *Special Education; State Programs; Student Evaluation; *Student Participation
IDENTIFIERS- *Florida

A review of the growing population of students receiving special education services in Florida and the extent to which these students are included in statewide assessments concluded that participation has improved slightly but had not met its goals. The report begins by providing statistical information on the special education population and then describes funding changes that provide funding to school districts based on the special education and general education services the student receives. As a result of the new funding model, legislative appropriations to special education programs appear to have increased greatly, to approximately $3 billion in 1999-2000, which includes $249 million in federal funds. The report also finds that while some students with disabilities participated in Florida Writes! and the Florida Comprehensive Achievement Tests (FCAT) between 1997-98 and 1998-99, the state did not meet its goals for including 85 percent of students with disabilities on these statewide tests. In 1998-99, participation rates on statewide assessment ranged from 50.2 percent to 79.1 percent. The Florida Department of Education is urged to strengthen its assistance to districts to discourage unnecessary exclusion of students with disabilities on state and district assessments. (CR)

ED 438 640 EC 307 662

developing interventions: (1) use a variety of formal and informal measures to develop a clear profile of the child's skills; (2) determine child and family outcomes as part of the Individualized Family Service Plan, or child objectives as part of the Individualized Education Program process; (3) link child's current profile with selected outcomes/objectives; (4) determine family/staff preferred times/events in daily schedule; (5) select routines for intervention within preferred times/events; and (6) conduct participation analysis for selected routines. The manual then discusses steps for guiding intervention processes. Appendices include a list of selected assessment tools, an evaluation and selection criteria rating form for prescriptive developmental assessment measures, a glossary of screening and assessment terms, the Infant Toddler Characteristic Profile, an example of objectives embedded in routines for activity-based intervention, and a mealtime/snack routine intervention. (Contains 110 references.) (CR)

ED 438 658 EC 307 680

Downing, June E.
Assessing the School-Age Student with Dual Sensory & Multiple Impairments (Ages 6-15). Assessment Guidelines, Volume 2.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 55p.; For other volumes in the series, see EC 307 679-687.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Deaf Blind; Elementary Secondary Education; Evaluation Methods; *Intervention; Measurement Techniques; *Measures (Individuals); Models; Multiple Disabilities; Performance Based Assessment; *Severe Disabilities; *Skill Development; *Student Evaluation
IDENTIFIERS- *Functional Assessment

This volume is a guide for assessing children with dual sensory or severe impairments between the ages of 6 and 15. It presents a functional-ecological assessment process that is individually determined, contextually based, and leads directly to intervention. It begins by discussing the benefits of this model over standardized assessment procedures and describes the 4-step assessment process: determine student and family goals, conduct an ecological analysis of critical activities, conduct a discrepancy analysis of critical activities, and develop a clear profile of the student. The manual then describes how to translate assessment results into programming decisions through the following steps: (1) target critical skills for instruction; (2) decide whether to teach the skill or adapt the steps; (3) specify exactly how skills will be learned; (4) decide where and when to teach; (5) and analyze effectiveness of intervention. The manual then discusses steps for guiding intervention processes. Appendices include suggested readings, suggested assessment instruments, a glossary, sample parent/family survey intervention forms, functional-ecological assessment forms and samples, and an instructional task analysis form. (Contains 40 references.) (CR)

ED 438 659 EC 307 681

Everson, Jane M.
Assessing the Transition Needs of Young Adults with Dual Sensory

Life = Trabajando juntos hacia una transicion exitosa: De la escuela a la vida adulta.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Career Choice; Case Studies; College Bound Students; College Entrance Examinations; *Disabilities; *Education Work Relationship; Family Role; High Schools; *Individualized Education Programs; Long Range Planning; Middle Schools; Supported Employment; Teamwork; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

This publication, in English and Spanish, is intended to assist in inclusion of transition from school to work components in the development of an Individualized Education Program (IEP) for a student with a disability in middle school or high school. The guide begins with definitions of "transitions" and "success" and then offers vignettes of the IEP process for three individuals (ages 18, 19, and 21) in the transition process, showing who was involved on the IEP team in each case and how career choices were evaluated. Other information addresses location of transition services and programs, the importance of transition services, and the need for people with various skills in the IEP process. Key factors in the transition planning processes are identified, including focus on helping the individual achieve his/her desires and individual and family involvement in the IEP process. Guidelines are also offered for helping the student learn to make choices, helping students with disabilities plan for college, college admissions testing for students with disabilities, self advocacy skills, and selecting a supported employment provider. (DB)

ED 438 679 EC 307 702

Civils, Carol; Russo, Joyce
Louisiana Services for Children and Youth with Deafblindness. October 1, 1995-September 30, 1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 13p.; For related document see ED 391 347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; Curriculum Design; *Deaf Blind; *Delivery Systems; *Early Identification; Elementary Secondary Education; Family Involvement; Intervention; Preschool Education; Program Effectiveness; Resource Allocation; Student Placement; Transitional Programs
IDENTIFIERS- *Louisiana

This final report describes activities and accomplishments of a 4-year federal grant to provide statewide planning and improved educational and support services for 150 Louisiana

DESCRIPTORS- *Acoustical Environment; *Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; *Music Facilities; Public Schools
IDENTIFIERS- Acoustic Impedance

A specifications pamphlet offers methods, ideas, and suggestions on how music educators can upgrade their existing music facilities or design new ones correctly. Guidelines address room acoustic fundamentals, how to critique a music room, hints on upgrading acoustic weaknesses, and general tips to follow when trying to maximize acoustics when performances are in areas besides the music room. Concluding comments discuss the use of a consultant to help improve poor acoustical settings. An acoustics glossary is provided. (GR)

ED 438 701 EF 005 667

Critical Time: Earthquake Response Planning and Schools. Videotape .
PUB DATE- 94
NOTE- 0p.; For other videos in this series, see EF 005 667-668.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Crisis Management; *Earthquakes; Elementary Secondary Education; *Emergency Programs; Hazardous Materials; Planning; *Public Schools; Staff Orientation; Staff Role
IDENTIFIERS- Building Evacuation

A videotape that describes what earthquakes are, and examines the disaster planning schools can develop during the first few minutes following an earthquake to assure students and staff survive. The kinds of destruction likely to happen during a damaging earthquake are highlighted. The videotape stresses the need for children and staff to know what to do during and after an earthquake; explains evacuation procedures to use; and discusses potential hazards to avoid, inside and outside the school building. It stresses that a school's disaster preparedness plan must assume that there will be no outside help right after an earthquake, and explains the important areas to address. The videotape discusses the decision making needs during the first hour right after an earthquake, including staff training for hazards such as fires and searching procedures; and explains that plans should be tested and retested as the school's conditions change. (GR)

ED 438 702 EF 005 668

Earthquake and Schools. Videotape .
PUB DATE- 94
NOTE- 0p.; For other videos in this series, see EF 005 667 and EF 005 669.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Earthquakes; *Educational Facilities Design; Elementary Secondary Education; *Public Schools; Videotape Recordings
IDENTIFIERS- *Building Infrastructure

Designing schools to make them more earthquake resistant and protect children from the catastrophic collapse of the school building is discussed in this videotape. It reveals that 44 of the 50 U.S. states are vulnerable to earthquake, but most schools are structurally unprepared to take on the stresses that earthquakes exert. The cost to the community to rebuild destroyed school buildings is large; but just as important is and their uses for specific interactional functions. These findings are explained in relation to the theoretical framework of politeness established by Brown and Levinson (1987). It is concluded that the native speakers in the discussions were expert in using markers of detachment and commitment to achieve precise interactive objectives. Students from non-English speaking backgrounds experience difficulties in attempts to achieve such objectives, and have trouble decoding such indirect uses of language. The contributions they make to discussions may come across as overly direct, abrupt, and critical. Thus, non-native speakers may need to be made sensitive to the conventional and indirect ways of interacting in discussions in English. (Contains 21 references.) (Author/KFT)

ED 438 721   FL 026 151

Wachtman, Jeanette
The How of It: A Cultural Program Resource Guide, Innovative Educational Tools for Designing a Thematic Cultural Program. Culture at a Glance Series.
PUB DATE- 96
NOTE- 76p.; Examples of this thematic approach are available at Web site http://www.netcom.com/ rajean.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; Cultural Pluralism; *Curriculum Development; Curriculum Guides; Elementary School Curriculum; Elementary Secondary Education; Instructional Innovation; Instructional Materials; Measures (Individuals); Secondary School Curriculum; Student Evaluation; *Thematic Approach

The study of other cultures enables learners to become aware of diversity and promotes their understanding, appreciation, and respect of people from other times and places. This document sets forth a cultural program that teachers and curriculum planners can use for building an in-depth curriculum by expanding content and concepts and integrating it with all other disciplines. This resource guide is applicable for all educational levels, and may serve as a template for a district-wide curriculum in which the presentation of specific themes can be tailored for any grade level. Organizational templates for teachers and students can be used for developing activity centers based on learning styles and related themes, disciplines, and activities reflecting Gardner's multiple intelligences philosophy. This program is grounded in three themes: people and the environment, people in society, and people and belief systems. Beyond the introduction, the book is divided into seven chapters: "The How of It"; "Themes"; "Cultural Notes"; "Theme Projects"; "Teaching Strategies"; "Assessment Strategies"; and "Resources." The document contains numerous worksheets and assessment instruments ready for reproduction and use by teachers and students, as well as a 15-item-bibliography and a 22-item multicultural resource list. (KFT)

ED 438 722   FL 026 160

The Ram's Horn, 1998-99.
PUB DATE- 98
NOTE- 64p.; Journal is published annually.
LANGUAGE- English

Questions for Personal Opinions, Preferences"; "Proverbs"; "Sayings and Famous Quotations"; "Tongue Twisters"; "Humor"; "English for Everyday Activities: A Picture Process Dictionary"; "Pronunciation: Chart of American English Vowels"; "Practice with Contrasting Sounds"; "Sentence Stress and Rhythm"; "Accurate English: A Complete Course in Pronunciation"; "Intonation"; "Selected References for the English in Action Volunteer." (KFT)

ED 438 740 FL 801 354

Florez, MaryAnn Cunningham
Critical Literacy in the Adult ESL Classroom.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, British Columbia, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Critical Theory; Critical Thinking; Educational Resources; *Instructional Materials; *Literacy; *Literacy Education; Resource Materials; *Worksheets
IDENTIFIERS- *Critical Literacy

This document consists of a collection of six information summary sheets and worksheets, and a bibliography. The information sheet entitled "What is Literacy" defines literacy, and asks seven pedagogically useful questions about the subject. "What is Critical Literacy" discusses critical literacy as the analytic habits of thinking, reading, writing, speaking, or discussing that go beneath surface impressions. There are "Critical Literacy Lesson--Low Level" and a "Critical Literacy Lesson--Advanced Level" information/worksheets. Also included are a "Brief Glossary of Terms," "Points to Consider When Incorporating Critical Literacy," and a bibliography with 14 references. (KFT)

ED 438 741 FL 801 360

Seufert, Peggy
Refugees as English Language Learners: Issues and Concerns. ERIC Q & A.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Acculturation; Adult Education; Adult Learning; Career Counseling; *English (Second Language); Ethnic Groups; *Job Skills; Land Settlement; Program Design; *Refugees; Second Language Instruction; Second Language Learning

Culture orientation training is received by the approximately 70,000 to 90,000 refugees settled in the United States each year. In this text, commonly asked questions concerning refugees' ethnic origins and English language abilities are explored as well as program considerations for serving this population. Topics of discussion are: who are the refugees and where are they from; a comparison of overseas training to past training and the implications for U.S. service providers; factors considered in setting up instructional programs for time students; (5) total of full-time and full-time equivalent of part-time students; (6) full-time equivalent enrollments based on total student credit hours by level of students; (7) nonresident headcount (undergraduate enrollments by state and by tuition residency status); (8) nonresident headcount (graduate and professional enrollments by state); (9) headcount enrollments by county of residence for North Dakota students, total in-state enrollment by county of origin, and in-state enrollment by county of origin by institution; (10) headcount enrollments by race; (11) headcount enrollments by citizenship, veteran status, sex, marital status, transfer status, and beginning freshmen; (12) total student credit hours by course level; (13) final fall enrollment report (1998-99); (14) headcount enrollment by age; and (15) private and tribal colleges in North Dakota (headcount enrollments by race/ethnicity and sex). Appended is a section listing numbers of students enrolled via the interactive video network.(SM)

ED 438 761   HE 032 647

Implementing the Illinois Commitment: Partnerships, Opportunities, and Excellence. Fiscal Year 2001 Higher Education Budget Recommendations.
PUB DATE- 99
NOTE- 222p.; For the FY 2000 budget report, see ED 425 674.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; *Educational Finance; *Excellence in Education; Grants; *Higher Education; Long Range Planning; *Public Colleges; State Colleges; *Statewide Planning; Tables (Data); Tuition
IDENTIFIERS- *Illinois State Colleges and Universities; Illinois Student Assistance Commission

This document presents fiscal year (FY) 2001 budget recommendations for Illinois higher education institutions. The recommendations focus new resources on the programs and activities necessary to implement the goals of The Illinois Commitment, which is intended to position higher education to meet the challenges of the first decade of the 21st century. An "Overview" section offers an executive summary and discusses specific programs and services recommended for FY 2001, including: bolstering economic development in the state; partnerships between elementary/secondary schools and higher education; protecting affordability; expanding access and promoting campus diversity; improving academic quality in higher education institutions; and improving productivity and accountability. A section titled "Operations and Grants," focuses on: public universities; community colleges; the Illinois Student Assistance Commission; grant programs (financial assistance to private institutions, health education grants, and institutional grant programs); and agencies (the Illinois Mathematics and Science Academy, State Universities Civil Service System, Board of Higher Education, and State Universities Retirement System). The section titled "Capital Improvements," focuses on public universities, community colleges, and the Illinois Mathematics and Science Academy. Numerous tables throughout summarize data. Three appendixes provide tables of related higher education data, tobacco settlement proposals, and the State Universities Athletic Capital Improvement Fund. (SM)

ED 438 762   HE 032 705

Educational Telecommunications and Distance Learning: The State-by-State Analysis, 1998-99.
PUB DATE- 98
NOTE- 412p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; *Distance Education; Educational Development; *Educational Technology; Educational Trends; Elementary Secondary Education; Higher Education; *State Programs; *Telecommunications; Trend Analysis

Since 1987 Hezel Associates has documented statewide activities in educational telecommunications and distance learning. This is the seventh edition in the series of reports. The analysis reports on telecommunications and distance learning initiatives primarily; however, it also describes the broader technology initiatives that encompass many of the telecommunications and distance learning programs. The first section, "An Overview of Educational Telecommunications and Distance Learning in the United States," provides a summary of trends and also points to particular technology development events in states. The State-by-State section contains a description for each of the 50 states. Each state description is divided into multiple sections. "Relevant Background and Brief History of the Current Programs" highlights new activities since publication of the 1996 report. "The State's Current Situation and Climate Regarding Distance Learning and Educational Technology" gives the reader the latest information about important planning groups, the forces that are driving educational technology development, and the current plans in place or in the making within the state information resources agency, the higher education agency, and the state agency. In addition, the section includes information about E-rate activities, funding, and major technology and network initiatives in the states. A new section offers comments and conclusions about activities in the state. Contains a glossary of interstate educational telecommunications providers and a glossary of terms. (AEF)

ED 438 782 IR 019 907

Choi, Cynthia C.
Educational Technology: Creating Access and Quality.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Computer Uses in Education; Educational Development; Educational Quality; *Educational Technology; Higher Education; Online Systems; Teaching Models
IDENTIFIERS- Technology Integration; *University of Colorado Denver

Infusion of information technology is viewed as a cost-effective solution addressing the problem of creating access to higher education and quality of instructional delivery. Planning and implementation of information technology is a competitive necessity for higher education in general. In this article, an overview of an approach to strengthen the technological capability of academic programs at the University of Colorado-Denver (CU-Denver) is discussed. Discussion covers issues of creating access and issues of quality of instructional delivery. The paper describes CU Online (the outsourced model),

*World Wide Web
IDENTIFIERS- Canada

This paper outlines a detailed research investigation of Web information systems (WIS), such as intranets, extranets, and the World Wide Web, and their capacity to facilitate organizational knowledge work. The objective was to conduct a case study evaluation of WIS usage that examines the information needs and uses of major sets of users and the information ecology in which WIS are utilized. Data collection involved several techniques: namely interviews, Web usage tracking software, field observations, document review, and questionnaires. Both content and transaction log analysis served as primary modes of data analysis. The study hypothesized that as a means to support organizational knowledge work, WIS need to serve three broad functions: (1) foster the context in which information is created, shared, and used across the enterprise; (2) address employee information needs and users; and (3) incorporate features and functions within the interface design that enhance the potential usefulness of information to users. (Contains 33 references.) (Autnor/AEF)

ED 438 803 IR 019 931

Detlor, Brian
Leveraging the Corporate Library through Web User Training.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior; Computer Literacy; Computer Networks; *Corporate Libraries; Corporations; Foreign Countries; Internet; Online Searching; Telecommunications; *Training; Users (Information); *World Wide Web
IDENTIFIERS- Canada; Computer Use; Computer Users

Recently, increasing reliance on Web technology by end-users in organizations has encouraged corporate libraries to provide Web user training. To understand the effects of this new service, a case study was conducted on 17 participants at a large Canadian utility company. After an initial questionnaire, participant usage of the Web was unobtrusively monitored for two tracking periods through use of a custom-developed software application before and after the provision of an advanced Web training course. After both monitoring periods, one-on-one interviews were held with individual participants. Analysis of the results showed several key findings: improved Web use in terms of more substantial and efficient searches, increased comfort with Web technology, and greater appreciation for the services and resources offered by the corporate library. Results suggest the provision of Web user training may be a proactive way for corporate libraries to raise the profile of their departments within the firm. (Contains 15 references.) (Author/AEF)

ED 438 804 IR 019 932

Choo, Chun Wei; Detlor, Brian; Turnbull, Don
Working the Web: An Empirical Model of Web Use.
PUB DATE- 99
NOTE- 10p.; Published in the Proceedings of the Hawaii International Conference on System Sciences (Maui, Hawaii, January 4-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

selection, serials, cataloging, classification, reference, circulation, interlibrary loan, preservation, disasters, and security; (6) "Special Users," including ethnic groups, the impaired, and others; (7) "Promotion," including fundraising; (8) "Technology," including low technology, computers, and the Internet; (9) "Issues," including values, outsourcing, intellectual freedom/access, patron behavior, legislation, copyright, literacy, ethics, and global concerns; and (10) "Librariana." Contains an index. (MES)

ED 438 825   IR 057 650

O'Brien, Nancy Patricia
Education: A Guide to Reference and Information Sources. Second Edition. Reference Sources in the Social Sciences Series.
PUB DATE- 00
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum; *Education; Educational Administration; Educational Media; Educational Psychology; Educational Research; Educational Technology; *Information Sources; Instruction; *Reference Materials
IDENTIFIERS- *Educational Information

The purpose of this guide is to provide information about the key reference and information resources in the field of education. Sources include items published from 1990 through 1998, with selective inclusion of significant or unique works published prior to 1990. The guide is divided into 14 categories that reflect different aspects of education: general education sources; educational technology and media; early childhood, elementary, and secondary education; higher education; multilingual and multicultural education; special education; adult, alternative, continuing, and distance education; career and vocational education; comparative and international education; curriculum, instruction, and content areas; educational administration and management; educational history and philosophy; educational research, measurement, and testing; and educational psychology. Each of the categories may have up to nine subcategories focusing on a different type of publication, including: bibliographies; dictionaries and encyclopedias; directories and almanacs; guides, handbooks, and yearbooks; indexes and abstracts, statistical sources; World Wide Web and Internet sources; journals; and biographies. Entries include the following information when available: author or editor, title, edition, place and date of publication, publisher, pagination or volumes, prices, LC (Library of Congress) number, ISBN, series, indexes, and an annotation. The guide includes author, title, and subject indexes. (MES)

ED 438 826   IR 057 651

Shaw, Marie Keen
Block Scheduling and Its Impact on the School Library Media Center. Greenwood Professional Guides in School Librarianship.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Titus, Elizabeth; Grant, Wallace
Rockford Public Library's Circulation Services: A Work Flow Analysis and Spacial Analysis Study with Recommendations and Comments.
PUB DATE- 99
NOTE- 160p.; Report funded by the FY99 Library Services and Technology Act "Bring an Expert" grant administered by the Illinois State Library.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Analysis; Interviews; *Library Circulation; Library Personnel; Public Libraries; Questionnaires; *Spatial Relationship (Facilities)
IDENTIFIERS- Illinois (Rockford); Site Visits; *Work Flow

The purpose of this project was to perform an analysis of the Rockford Public Library (Illinois) circulation services department and provide recommendations leading to customer service improvement, better space utilization, and improved departmental work flow. Based on an analysis of input from individual interviews with staff, review of departmental policy and procedures manuals, and observations from site visits, the authors conducted three types of analysis: (1) a work flow analysis; (2) a content analysis of interview comments; and (3) observations from multiple site visits. This report presents recommendations and comments related to communications, ergonomics, operational/procedural, security, spacial/visual, and training. Appendices include a table of tasks done as reported by interviewees, the interview questionnaire, and data flow diagrams. (MES)

ED 438 846 IR 057 673

Zweizig, Douglas; Hopkins, Dianne McAfee
Findings from the Evaluation of the National Library Power Program. Executive Summary. An Initiative of the DeWitt Wallace-Reader's Digest Fund.
PUB DATE- 99
NOTE- 28p.; Report prepared with Norman Webb and Gary Wehlage. Summary prepared by Anne Wheelock.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Flexible Scheduling; Instructional Development; Learning Resources Centers; Library Collection Development; Library Facilities; Library Planning; *Library Role; *Library Services; Professional Development; Public Schools; *School Libraries
IDENTIFIERS- Library Power

This document presents the executive summary of an evaluation of Library Power, a program of the DeWitt Wallace-Reader's Digest Fund to enhance and elevate the role of libraries in public schools. The report begins with an examination of Library Power's core components (collection development, facilities refurbishing, flexible scheduling, collaborative planning, and professional development) and the way each one reinforces the other, contributing to new professional relationships and practices in participating schools. It continues with a delineation of the ways in which Library Power teams of librarians, teachers, and principals in each school adopted these core elements and practices of the program and devised

Transfer Information." "Transferability of the General Studies Degree" is an article that discusses a degree commonly offered by community colleges for students who come to college with credits accumulated from other colleges or through experience. Not all of these degrees are eligible for transfer, but the article lists the colleges that offer transfer-eligible general studies degrees. The last article of this newsletter, "Examples of Exemplary Programs," highlights colleges and universities throughout Virginia that have exemplary programs facilitating transfer between two- and four-year institutions. Included at the end of the newsletter is a list of Virginia's Chief Transfer Officers (1998-99). (VWC)

ED 438 866 JC 000 205

Institutional and Program Planning Research Brief, 1998-1999.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; Change Strategies; *Community Colleges; Decision Making; *Educational Planning; Evaluation Utilization; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Strategic Planning; Student Surveys; Two Year Colleges
IDENTIFIERS- *Saint Petersburg Junior College FL

This series of research briefs provides information about institutional programming and planning at St. Petersburg Junior College (SPJC) (Florida). Briefs number 1 and 6 provide survey results of enrolled students for fall 1997 and for the year 1996-97. Brief number 2 reviews the five statewide accountability measures concerning, among other items, performance on the College Level Academic Skills Test (CLAST). This is the state mandatory exam that must be taken after completing 60 credit hours at the college. Assessment outcomes indicate that SPJC's current performance meets or exceeds statewide performances for the majority of statewide accountability measures. Brief number 3 describes placement information and incentive funding. Brief number 4 summarizes the employer survey of the 1996-97 graduates as compared to the 1995-96 graduates. Results indicate that in each area of job preparation and performance based skills, employers rated the 1996-97 very favorably and slightly improved from 1995-96. Brief number 5 provides a review of institutional planning and research evaluation. Holistically, the briefs provide a concise yet comprehensive look at SPJC. (AF)

ED 438 867 JC 000 206

Huba, Mary E.; Freed, Jann E.
Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning.
PUB DATE- 00
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Creative Teaching; Educational Assessment; Educational Resources; Higher Education; *Learning; Learning Processes; *Learning Theories; Teacher Effectiveness; Teacher Role; *Teaching Methods

workshops to transfer the program to other sites; implementing a dissemination plan; developing an evaluation strategy; institutionalizing the program; helping improve the self-esteem of at least 80% of participants; achieving high school equivalent certificates for at least 40 participants; reducing turnover rates among participants by at least 20%; improving plant productivity rates; and transferring the project to at least seven other textile industries. A discussion of lessons learned in the project is offered, as are five appendixes listing job profiles completed for this project and a sample job analysis and profile; a curriculum development flow chart, titles and descriptions of learning modules, and a sample field test evaluation form; an employee evaluation form; a formative evaluation plan; and the dissemination plan and two project newsletters. (BCY)

ED 430 886   JC 980 170

Carter, Patricia; Alfred, Richard
Reaching for the Future. 1997 Critical Issues Paper.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Planning; *Community Colleges; *Educational Change; *Educational Innovation; Educational Objectives; Futures (Of Society); Institutional Mission; Models; Two Year Colleges
IDENTIFIERS- Think Tanks

Based on discussions by community college leaders at the Consortium for Community College Development's 1997 Think Tank, this monograph presents a strategy for initiating and institutionalizing change on community college campuses. The first part discusses traditional approaches to change, including such operational changes as mission elaboration or continuous quality improvement, and presents a new paradigm for organizational transformation. This section indicates that the paradigm seeks to interweave three forms of change: traditional operational change; framebreaking change, or events that completely rethink structures and processes; and stretch strategies that bridge traditional and framebreaking approaches and help reduce resistance to change. The second part focuses on the importance of stretch strategies as they relate to four needs currently facing community colleges: to become learner-based/learning institutions; to rethink existing structures, systems, and culture to adapt to the current educational environment; to redefine academic and administrative roles; and to form new relationships with communities. For each issue, specific stretch strategies that emerged from Think Tank discussions are presented. The final section presents a strategy for interweaving the three forms of change, basing the discussion on a hypothetical college's response to the issue of welfare reform and the challenges it presents with respect to integrating new learners, providing remediation, and obtaining sufficient resources. A list of Think Tank participants is attached. (BCY)

ED 430 887   JC 980 254

Smith, Shirley; Santa Rita, Emilio
Three-Year College Discovery Master Plan, Bronx Community College, 1998-2001, Parts I-III.

projects, including California Adult Education Distance Learning Project and the Outreach and Technical Assistance Network; Delaware offers distance learning through its virtual adult high school, Diploma-at-a-Distance. (Contains 23 references.) (YLB)

ED 438 399 CE 079 683

Kapes, Jerome T.; Martinez, Linda
Career Assessment with Special Populations: A Survey of National Experts.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Counseling; *Career Education; Career Exploration; Career Guidance; *Counseling Techniques; Counselor Attitudes; *Evaluation Methods; Interest Inventories; Measurement Techniques; National Surveys; Occupational Tests; Postsecondary Education; Secondary Education; *Special Needs Students; Tables (Data); *Vocational Evaluation; Vocational Interests
IDENTIFIERS- *Career Assessment; *Career Assessment Instruments

A sample of 16 national experts on career assessment from many geographic areas of the country and different professional roles were surveyed to identify those career assessment instruments that are most used, or most likely to be useful, with special populations. In round 1 of the survey, the experts nominated 93 instruments, including 27 that were nominated by at least 3 experts. In round 2, the experts rated 26 of the nominated instruments. The most frequently nominated instruments were the Career Occupational Preference System (COPS) and Self-Directed Search (SDS). Six of the 16 experts included the COPS and SDS on their list. The Center for Innovative Teaching Experiences (CITE) Learning Styles Inventory received the greatest number of high ratings, followed by the COPS, Life Centered Career Education Battery, Transition Planning Inventory, Career Ability Placement Survey, and Wide Range Interest-Opinion Test. The national experts expressed considerable differences of opinion about many instruments; even the highest-rated instruments were rated low by some experts. (The five attached tables, which together constitute approximately 70% of the document, list the instruments nominated in round 1 and provide the following information for the 26 instruments rated in round 2: name, rating, description, and publisher name and address.) (MN)

ED 438 400 CE 079 684

Lo Guidice, Tom, Comp.
Integrated and Applied Curriculum: Six School-to-Work Units.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Climate; Distributive Education; Earth Science; *Education Work Relationship; *Employment Interviews; Health Education; Health Promotion; High Schools;

created for collected data from BASRC schools and a sample of the site report produced for each participating HSTW school.) (MN)

ED 438 418 CE 079 707

Kaufman, Phillip; Bradby, Denise; Teitelbaum, Peter
"High Schools That Work" and Whole School Reform: Raising Academic Achievement of Vocational Completers through the Reform of School Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Education; Academic Standards; *Adoption (Ideas); Basic Skills; Change Strategies; Classroom Techniques; Consortia; Curriculum Evaluation; Education Work Relationship; *Educational Change; Educational Improvement; Educational Objectives; *Educational Practices; *High Schools; Integrated Curriculum; Postsecondary Education; Predictor Variables; Program Evaluation; School Counseling; Student Attitudes; Tables (Data); Teaching Methods; Theory Practice Relationship; *Vocational Education; Work Experience Programs
IDENTIFIERS- *High Schools That Work; Impact Studies; Southern Regional Education Board

To raise vocational completers' academic achievement through school reform, the High Schools That Work (HSTW) network of the Southern Regional Education Board (SREB) promotes 10 key practices for raising academic achievement. The impact of these key practices was examined in a study of how 424 schools adopted them in the following six clusters: curriculum standards; instructional goals; academic/vocational integration; guidance counseling; teacher practices; and work-based learning. The study used data from multiple sources, including teacher and student surveys, high school transcripts, and achievement test scores. Overall, increases in the proportion of students meeting the HSTW curriculum standards had a large impact on achievement gains in science, reading, and mathematics. Changes in the proportion of students perceiving that their academic and vocational teachers were working together to improve students' academic skills had almost as much positive effect as curriculum changes did. Increases in the amount of time students spent talking to their guidance counselors and teachers about their school program were directly associated with increases in the schools' mean assessment scores. The other clusters seemed to have little or no explanatory power for predicting school changes in academic achievement. (Twenty-two tables/figures are included. Appended are the 10 HSTW key practices.) (MN)

ED 438 419 CE 079 708

Copa, George H.
Impact of New Designs for the Comprehensive High School: Evidence from Two Early Adapters.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 87p.; For the original recommendations of the New Designs for the Comprehensive High School study, see ED 352 507-509.

(England).; Department for Education and Employment, London (England). Choice and Careers Div.; Department for Education and Employment, London (England). Higher Education and Employment Div.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Articulation (Education); Career Counseling; Career Development; *Career Education; Career Guidance; Change Strategies; *College School Cooperation; *Continuous Progress Plan; Cooperative Planning; *Counseling Services; Educational Change; Educational Improvement; Evaluation Methods; Foreign Countries; Guidance Programs; Linking Agents; Partnerships in Education; Portfolio Assessment; Post High School Guidance; Postsecondary Education; *School Business Relationship; Secondary Education; Staff Development; Strategic Planning; Student Certification; Technical Institutes; Two Year Colleges; Universities
IDENTIFIERS- *United Kingdom

Twenty-seven representatives from the United Kingdom's Department for Education and Employment (DfEE), higher education (HE), careers services, careers service companies, schools, further education colleges, local education authorities, and relevant national organizations met to discuss ways of forming and enhancing partnerships between guidance services within and outside HE and supporting careers education across sectors. The discussions resulted in 13 recommendations regarding the following 3 areas: progression; accreditation (of programs and individuals); and linkages. Among the recommendations were the following: (1) DfEE should audit and disseminate information about existing cross-sectoral activities; (2) the feasibility of developing a career management skills unit should be explored; (3) professional bodies in the guidance field should seek stronger collaborative structures to encourage cross-sectoral understanding, cooperation, and exchanges of information and practice; (4) accrediting bodies should work with schools, colleges, and careers services to develop appropriate forms of portfolio-based assessment of career development skills; (5) DfEE should commission a mapping exercise on existing forms of collaboration between careers service companies and HE careers services and use the mapping exercise as a basis for determining possibilities for more extensive collaboration; and (6) relevant organizations should seek opportunities to development stronger linkages at the national and regional levels. (MN)

ED 438 437 CE 079 739

Barnes, Anthony; Edwards, Andrew; Killeen, John; Watts, Tony
The Real Game: Evaluation of the UK National Pilot. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; Career Exploration; *Educational Games; Foreign Countries; National Surveys; *Outcomes of Education; Pilot Projects; Program Effectiveness; Program

NOTE- 101p.; For background studies of other countries, see CE 079 776-780.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Change; Educational Change; *Employment Patterns; Foreign Countries; *Job Development; Job Training; Labor Economics; Labor Force Development; *Labor Market; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education
IDENTIFIERS- *Bulgaria

A factual and descriptive analysis of the employment situation in Bulgaria showed that the transition to a market economy has led to a substantial reduction of employment. The economic restructuring begun in 1990 has proved very difficult, and the privatization of the large industrial enterprises faces problems mainly due to insufficient interest on the part of foreign investors. From 1990-98, employment has decreased by one and one-half million people. The high labor supply is maintained by the restrictive incomes policy and enormous impoverishment of the population during the transition years due to high inflation and the economic recession in 1996. The unemployment rate is high: in 1993, it reached 21 percent; by 1998, it had decreased to 15.9 percent. Since 1996, a wide range of labor market policies have been introduced to stimulate employers to create new jobs and hire the unemployed, and to stimulate the unemployed to start their own businesses or to join labor integration programs. The educational system has undergone substantial restructuring; the professional training and retraining has shown a good degree of adaptation. The industrial policy is oriented toward active participation of the state in investment activities to increase employment. (Appendixes include 4 charts and additional information on the employment situation. Contains 20 references.) (YLB)

ED 438 455 CE 079 776

Munich, Daniel; Jurajda, Stepan; Cihak, Martin
Background Study on Employment and Labour Market in the Czech Republic.
PUB DATE- 99
NOTE- 111p.; For background studies of other countries, see CE 079 775-780.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Change; Educational Change; *Employment Patterns; Foreign Countries; *Job Development; Job Training; Labor Economics; *Labor Market; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education; Welfare Services
IDENTIFIERS- *Czech Republic

The current recession in the Czech Republic is driven by aggregate demand, unsustainable growth of wages, weak enforcement of the legal system, non-operational bankruptcy law, and poor corporate governance. The wage dispersion has been growing continuously, and wage setting has become increasingly more responsive to market forces. Education has become more highly valued on the labor market. Income inequality has increased considerably. The current recession should cause a substantial increase in the low-income share of the population and a heavier reliance on social transfer. The unemployment rate has been rising steadily for almost 3 years,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competency Based Teacher Education; Education Work Relationship; Educational Attainment; Educational Needs; Educational Trends; Higher Education; Needs Assessment; *Professional Development; Secondary Education; State Surveys; *Teacher Competencies; *Teacher Education; Teacher Improvement; *Teacher Qualifications; Trend Analysis; *Vocational Education; *Vocational Education Teachers; Work Experience
IDENTIFIERS- *Pennsylvania

The preparation and qualifications of Pennsylvania vocational education (VE) teachers were examined in a statewide survey. Survey instruments were mailed to all 152 practicing VE teachers in Pennsylvania who had received a Pennsylvania Vocational Instructional II Certificate in 1990-1998. Thirty-four (22.37%) of the VE teachers completed questionnaires. Thirty (88%) of the respondents had worked in their occupational field for 5 or more years before becoming a teacher. Fifteen (44.1%) had a four-year degree or higher, and 97.1% were teaching in the occupational field in which they are certified. Twenty-six (78.8%) considered themselves well prepared or very well prepared to implement state or school district curriculum and performance standards, and 97.0% reported feeling well prepared or very well prepared to delivery instruction utilizing effective teaching methods. However, 4 of the 16 respondents who answered the question about the adequacy of existing teacher education stated that teacher education programs must provide more academic content for VE teachers. An in-depth study of a larger population of VE teachers was recommended to provide the information base needed for thorough assessment of VE teacher education program development in the 21st century. (Contains 17 references.) (MN)

ED 438 474 CE 079 812

Blended Instruction: Integrating the Curriculum through Projects and Curriculum Alignment.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Career Development; *Career Education; *Curriculum Development; *Education Work Relationship; *Educational Planning; High Schools; *Integrated Curriculum; State Curriculum Guides; Vocational Education; *Workshops
IDENTIFIERS- *Maryland

"Blended instruction" is an approach to integrating high school curriculum around broad career clusters or areas of student interest and study. Blended instruction is intended to engage students in more challenging assignments, increase attendance, and increase student academic and technical achievement. This Maryland guide contains materials to help instructors lead workshops to develop blended instructional curriculum with teachers. The guide contains the following eight sections: (1) an agenda and information on how teachers can obtain inservice credit; (2) overhead transparency masters for an introduction to designing integrated projects; (3) information on designing integrated projects, including participant instructions, a sample completed project report, integrated project report forms, and an integrated project plan rubric; (4) sample technical skill standards (for business, management, and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Crisis Management; Elementary Secondary Education; *Emergency Programs; Mental Health Programs; *School Safety; *Stress Management
IDENTIFIERS- *California

This manual provides a brief framework of organization that serves as a response tool for a wide spectrum of crisis circumstances encountered by schools. It is meant to be a generic guide for school teams and should be customized by each school that uses it. Even with emergency procedures in place, each crisis at a school needs to be evaluated as it occurs. As mandated by Senate Bill 187 (The Safe Schools Act), all California schools are now required to have a safety plan. However, the mental health, or stress management, aspect of crisis management is often overlooked, and less often practiced by schools. This manual is meant to be a companion document to such school safety plans, mandated by the Safe Schools Act. Its format and terminology are in accordance with California's Standardized Emergency Management System, making it easy for schools to integrate it into their documents. The manual includes guidelines for debriefings, guiding questions for a critical incident stress, and a suggested plan of action for prevention/preparedness, emergency, and recovery. Also included are suggestions for the classroom teacher on how to "defuse" a critical incident and emotional first-aid suggestions for caregivers. (GCP)

ED 438 493 CG 029 782

Kaduson, Heidi Gerard, Ed.; Schaefer, Charles E., Ed.
Short-Term Play Therapy for Children.
PUB DATE- 00
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Health; Child Psychology; *Children; *Family Counseling; *Group Therapy; *Intervention; *Play Therapy
IDENTIFIERS- *Short Term Counseling

Play therapy offers a powerful means of helping children resolve a wide range of psychological difficulties, and many play approaches are ideally suited to short-term work. This book brings together leading play therapists to share their expertise on facilitating children's healing in a shorter time frame. The book provides knowledge and skills for clinicians working in managed care or other environments where time and resources are limited. Chapters describe a range of short-term methods and provide clear, step-by-step guidelines for implementation. Divided into three parts, the volume includes approaches for use with individual children, families, and groups. Each chapter highlights ways to elicit children's active participation in treatment, develop clear treatment goals, and bring about rapid, long-lasting results. Interventions are provided for addressing such difficulties as fears and phobias, Attention Deficit Hyperactivity Disorder, and the effects of sexual abuse. Also covered are short-term interventions for teen parents and their children, children in divorced or adoptive families, and children whose families are affected by chronic illness. A wide range of theoretical

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Case Studies; *Disadvantaged Environment; Economically Disadvantaged; Family Role; Grade 5; *High Risk Students; Intermediate Grades; *Literacy; Low Income Groups; Qualitative Research; *Reading Achievement; Reading Research; Socioeconomic Status
IDENTIFIERS- *African Americans; Cultural Deficit Theory

A study explored the lives of families and successful readers within "at-risk" environments. This inquiry sought to identify and understand the home and family characteristics that enable children to defy the myths and become successful readers and literacy users, when individuals and institutions would suggest they would fail. Through structured interviews with children and their families, the study focused on the nature of literacy acquisition in the home as it was reflected in the success the child had demonstrated in school. This qualitative research extends the literature by revealing the intricacies of homes and families that foster children's literacy development, when conventional predictors would suggest they would fail. For the purposes of the study, student success in reading was defined as having achieved grade level or better performance on informal reading measures administered by the teacher, and economically disadvantaged was defined as having qualified to be a recipient of free or reduced lunch. Participants, six fifth-grade students, came from two low-performing elementary schools in a small Southern city where a major state university is located. Some findings are: (1) there is no identified set of conditions necessary for a child to become a successful reader; (2) children from economically disadvantaged families view reading as a skill to be shared with others; (3) progressive optimism and "high literacy press" are constructs that define the attitudes, values, and practices that families put forth to help their children become successful readers; and (4) families were able to apply progressive optimism and high literacy press to create literacy milieus for their children in spite of difficulties. (Contains 97 references.) (NKA)

ED 438 513   CS 013 878

Fazio, Michele Ann
Examining the At-Risk Reader during the Elementary and Middle School Years.
PUB DATE- 00
NOTE- 54p.; Master of Arts Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 2; Grade 6; *High Risk Students; *Instructional Effectiveness; Middle Schools; Primary Education; *Reading Achievement; *Remedial Instruction

The records of 27 sixth-grade students who were receiving special services were studied. A survey was conducted in three separate elementary schools to see if these same students were recipients of Basic Skill Instruction during the second grade. The data collection form included information about current reading grade levels and types of special education classification. Results of the refined population indicate 14 students received remediation in both the second and sixth grades. This population had the lowest reading levels within the sample population. Each student's classification and reading level is discussed. Implications for instruction are suggested. Contains 31 references. An appendix contains a suggested format for data collection. (Author/RS)

Wepner, Shelley B., Ed.; Valmont, William J., Ed.; Thurlow, Richard, Ed.
Linking Literacy and Technology: A Guide for K-8 Classrooms.
PUB DATE- 00
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Education; Lesson Plans; *Literacy; *Reading Instruction; Spelling; Vocabulary Development; Word Recognition; *Writing Instruction

Based on the idea that instruction should drive technology, and not vice versa, this book shares ideas, options, and opportunities for using technology in the classroom. Vignettes and examples of classroom uses of technology are presented throughout the book to highlight concepts and help teachers support literacy goals. The essays in the book offer lesson plans that can be used with one or more computers in the classroom or in computer labs. Each lesson plan includes objectives, materials, activities, and assessments that teachers can adapt easily for use in other classrooms. Chapters in the book are: (1) "Using Technology to Support Literacy Learning" (William J. Valmont and Shelley B. Wepner); (2) "How Do I Begin to Use Technology in My Classroom?" (Richard Thurlow); (3) "Using Technology to Support Word Recognition, Spelling, and Vocabulary Acquisition" (Barbara J. Fox and Mary Jane Mitchell); (4) "Using Technology for Reading Development" (Shelley B. Wepner and Lucinda C. Ray); (5) "Using Technology for Writing Development" (Jane E. Sullivan and Jean Sharp); (6) "Using Technology for Content Area Literacy" (Betty D. Roe); (7) "What Do Teachers Do in Technology-Rich Classrooms?" (William J. Valmont); and (8) "Is Technology Worth My Professional Time, Resources, and Efforts?" (Ernest Balajthy). An appendix lists addresses of 45 software companies. (RS)

ED 438 535   CS 216 813

Adolescent Literacy Comes of Age.
PUB DATE- 99
NOTE- 8p.; For the position statement of the International Reading Association on Adolescent Literacy, see ED 437 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; Intellectual Development; *Needs Assessment; Position Papers; *Reading Instruction; *Reading Material Selection; *Reading Motivation; Secondary Education; *Student Needs

Serving as a preface for a position statement on adolescent literacy by the International Reading Association, this article argues that assigning adolescent literacy a higher priority in the literacy community's value system is an idea whose time has very nearly come. It briefly relates the content of two earlier articles published in "Reading Today" on adolescent literacy by Richard Vacca about the importance of adolescent literacy. The article then describes the formal action taken by the International Reading Association in appointing a commission to develop the position statement on adolescent literacy. It describes the sections of the position statement: a fictional account of the various ways two teenagers use literacy; a

Decision Making; *Freshman Composition; Higher Education; *Intuition

Intuition is a mode of thinking based more on sense and instinct than on logic and reason. It is somewhat suspect ability because it undermines our faith in reason and empirical research. But intuition can play a valid role in the design of the freshman composition curriculum. As a stereotypically feminine attribute, it complements current learning theory and is especially relevant in composition studies where women are well-represented. Moreover, philosophers and psychologists have validated the efficacy of intuitive decision-making. Intuition will not replace, but can complement, the roles of theory, research, and experience in curriculum design. (Author/RS)

ED 438 556 CS 217 015

Endres, Benjamin J.
Beyond Instrumental Literacy: Discourse Ethics and Literacy Education.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Language Role; *Literacy Education; *Social Differences; *Student Needs
IDENTIFIERS- Communication Context; Discourse; Freire (Paulo); *Habermas (Jurgen); *Literacy as a Social Process; Mead (George Herbert)

Literacy education concerns itself with assessing student needs and determining the appropriate methods for meeting them, without considering the ethical framework in which those "needs" find meaning. This paper argues that a notion of reflective communication, based on Jurgen Habermas's theory of "Discourse," provides an alternative ideal for literacy education that avoids reduction to political or economic function while taking into account profound social differences. Discourse highlights a fundamental dimension of language that is undeveloped in current literacy practices: the cognitive and emotive ability to consciously reflect on validity claims and adopt unfamiliar perspectives. Discourse also provides an ideal that both identifies the pragmatic function that literacy plays in social life and distances it from any determinate social function, allowing it to be made meaningful for learners at different educational levels and with different social backgrounds. Considered are both Paulo Freire's laying the groundwork for the discussion of literacy as a practice that helps give meaning to human existence and George Herbert Mead's alternative conception of meaning that understands language as product of social interaction. The paper hopes to clarify what is intrinsically valuable about literacy education, even in contexts that seem to be dominated by economic considerations, and thus give teachers and learners an increased sense of importance in their work. Contains 24 notes. (NKA)

ED 438 557 CS 217 016

High School Assessment Program: English. Showing the Match of the Content and Skills for Success Indicators in Thinking and Communication.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English

Building Technologies; (4) Numeracy: Literacy, Mathematics and Technology; (5) Scientific Literacy; (6) Aesthetic Literacy: Dance, Music, Theatre and the Visual Arts; (7) Technological Literacies: Integrating a Mix of Media into the Curriculum; and (8) Networking Literacy: Internet Resources and Tools across the Curriculum. The book is structured to provide teachers, parents, and other interested adults with ideas, issues, trends, and practical techniques for dealing with media and literacy. (RS)

ED 438 579   CS 510 243

DuBray, Dan
The Community View.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Western States Communication Association Convention (Sacramento, CA, February 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communication Skills; Community Colleges; *Community Organizations; Instructional Effectiveness; Learning Activities; *Organizational Communication; *Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Small Group Communication

A community college instructor has incorporated the philosophy of Blaise Pascal into a course on organizational communication by providing community college students with a pragmatic small group exercise that requires them to see what communication skills are necessary to succeed within business and the community. This paper discusses how instructors can design a small group exercise to create community relationships, what organizations expect from a student with an Associate of Arts degree, and how the student can apply, as well as facilitate, the small group exercise within a typical communication course. The paper points out that a small group exercise that directs students to assess a community organization will require the instructor to provide some direction. By requiring the students to assess and analyze an organization within the community, students gain the sense that they are applying communication skills they have learned to the "real world." The assignment included in this paper, designing and presenting a grant proposal, is effective because it requires students to apply problem-solution decision making, the Planning and Reviewing Technique (PERT), and persuasive appeals within the assignment. Included are detailed directions for the assignment. (NKA)

ED 438 580   CS 510 244

Donald, Ralph R.
The Externship: From the Classroom to the Newsroom.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; *Experiential Learning;

frameworks to help Catholic educational leaders sort through the administrative problems they contend with, and to present the benefits of using multiple strategies for managing problems. It also explores the critical level of reflective practice by considering the substantive element overlooked in conventional reflective practice literature. The last chapter summarizes the importance of contemplative practice by positing a direct connection between the elements of character and the elements of leadership. (Contains 102 references.) (RJM)

ED 438 600   EA 030 231

Porter, James
Reschooling and the Global Future: Politics, Economics and the English Experience. Monographs in International Education.
PUB DATE- 99
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Democratic Values; *Educational Change; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Institutional Autonomy; Social Values
IDENTIFIERS- *England; *Globalization

This book analyzes attempts by governments and international development agencies to neutralize the school as an independent and democratizing institution. The volume contains four chapters and a conclusion. Chapter 1, "The Diminished School," highlights the trend away from the liberal and professionally led systems characteristic of the era of confidence and toward a politically dominated and centralized structure. Chapter 2, "Economic Orthodoxy and Public Policy," describes the dominating effects of prevailing systems of free-market economics on public policy and school education. The next chapter, "The Nation State, Globalism and Democracy," focuses on nationalism, so as to draw attention to the role of the school in relation to the idea of the nation, explaining why education remains a centrally important issue. The chapter also examines how globalism imposes limitations upon individual nations. The last chapter, "Education and the Global Future," examines the need to support teachers in reformed schools and bolster democratic renewal. It emphasizes the roles of the school system, the school curriculum, power and effectiveness, teachers, and reflexiveness. The text closes by stating that the reflexive school is one that is in tune with the multiple demands and complex expectations of contemporary society. (Contains 53 references and an index.) (RJM)

ED 438 601   EA 030 235

Trimble, Susan B.; Peterson, Gary W.
Beyond the Process of Teaming: Administrative Support, Classroom Practices, and Student Learning.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Cooperation; *Educational

Comer, James P., Ed.; Ben-Avie, Michael, Ed.; Haynes, Norris M., Ed.; Joyner, Edward T., Ed.
Child by Child: The Comer Process for Change in Education.
PUB DATE- 99
NOTE- 336p.; Foreword by Lois Jean White.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Developmental Stages; *Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; Excellence in Education; *Improvement Programs; Instructional Improvement; Program Descriptions; Student Evaluation; Student Welfare
IDENTIFIERS- *Comer School Development Program

This book examines the broader aspects of promoting children's learning and development through the Comer Process. The Comer Process, a schoolwide intervention formulated by James P. Comer, centers on healthy child development as the keystone to academic achievement and life success. The text focuses on the Yale School Development Program (SDP), a comprehensive program for systemic reform. Charged with implementing the Comer Process in school communities, the SDP brings together people who are experienced in working with youth at different developmental stages. Parents, school staff, community members, guidance counselors, and the whole school community join together to effect change in a school. The book is divided into three parts. Part 1, "Improving Children's Lives," discusses accountability, why school communities need in-depth knowledge about students' lives outside the classroom, the importance of parents as partners in education, and the success stories of students and administrators. Part 2, "Professional Development and Consultation," outlines the planned academics that support adults working in SDP schools, the Comer Facilitator in action, university-school community-foundation partnerships, and personal reflections on the process. The last part, "Learning, Teaching, and Development in SDP School Communities," describes the Comer classroom, developmental pathways, the student/teacher relationship, and the importance of healthy development in education. (Contains an index.) (RJM)

ED 438 621   EA 030 261

Brandt, Ronald S., Ed.
Education in a New Era. 2000 ASCD Yearbook.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum; *Educational Change; Educational Research; *Educational Technology; Elementary Secondary Education; Equal Education; *Prediction; *Public Education; Standardized Tests; Student Evaluation; Teachers

This book presents the writings of education experts who were asked to reflect on the 20th century, and then predict what educators could expect in the years ahead. For example, the 21st century will likely see new instructional models that attempt to integrate three areas of knowledge: experimental research on instruction, what is known from cognitive psychology about the nature of learning, and what can be gleaned from research on brain functioning. Greater depth and less superficial coverage will probably characterize the millennial curriculum, and society can expect to see network tools and digital devices that are designed specifically for

Educational Rights of Parents under the Provisions of the Individuals with Disabilities Education Act (IDEA) and the Rules for the Administration of the Exceptional Children's Educational Act (ECEA).

PUB DATE- 99

NOTE- 8p.; For previous version of the brochure, see ED 427 444.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Compliance (Legal); Conflict Resolution; *Disabilities; Discipline; *Educational Legislation; Elementary Secondary Education; Federal Regulation; Parent Education; *Parent Rights; *Parent School Relationship; *Special Education; State Regulation; Student Evaluation; Student Placement; Student Records; *Student Rights

IDENTIFIERS- Colorado; *Individuals with Disabilities Education Act

Described in this pamphlet are Colorado parents' educational rights under federal and state special education rules and regulations. It addresses: (1) free appropriate public education and the termination of such; (2) required prior notice to parents if there is a proposed change or refusal to change a child's special education program; (3) required written parental permission before a child is initially evaluated or re-evaluated and placed in special education; (4) the ability of parents to seek an independent educational evaluation; (5) educational surrogate parents; (6) transfer of rights at age of majority; (7) the rights of parents to see or request copies of a child's school records and to have them changed or removed; (8) determination of appropriate disciplinary procedures for students with disabilities; (9) the ability of parents to seek mediation if they disagree with special education testing, services, or placement; (10) the ability of parents to file a written complaint if a school district/agency is violating special education requirements; (11) impartial due process hearings; and (12) private school placements. (CR)

ED 438 641 EC 307 663

Expanding the Circle: South Dakota Deaf-Blind Project. Final Report, 10-1-98 through 9-30-99.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 99

NOTE- 65p.; For the 1995 final report, see ED 391 332.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Reservations; Census Figures; *Deaf Blind; Disability Identification; *Early Identification; Elementary Secondary Education; Incidence; Infants; *Information Dissemination; Intercultural Communication; Minority Groups; *Outreach Programs; Preschool Education; Referral; *Reservation American Indians; *State Programs; Toddlers

IDENTIFIERS- Minnesota; Montana; Nebraska; North Dakota; *South

and Multiple Impairments. Assessment Guidelines, Volume 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 49p.; For other volumes in this series, see EC 307 679-680.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Community Based Instruction (Disabilities); Community Education; *Deaf Blind; Delivery Systems; Evaluation Methods; Family Involvement; *Individualized Education Programs; Long Range Planning; Measurement Techniques; Multiple Disabilities; Secondary Education; Services; *Severe Disabilities; Staff Role; *Student Evaluation; Student Needs; Teamwork; *Transitional Programs; Young Adults
IDENTIFIERS- *Individualized Transition Plans

The purpose of this manual is to guide Individualized Education Program (IEP)/transition planning teams in assessing the transition needs of individuals with dual sensory or multiple impairments, who are between the ages of 14 and the mid-20s. It presents a person- and family-centered approach that develops a personal profile of the individual in transition, and then chooses and/or develops the most appropriate setting and service match for assessed skills and support needs. The approach focuses on four major assessment activities: (1) interpreting transitional assessment data; (2) conducting family interviews and informal observations of the individual; (3) conducting community-based, situational assessments; and (4) assessing the availability and appropriateness of community adult settings and support systems. The manual then describes how to translate assessment results into programming decisions through the following steps: convene Individualized Transition Planning teams; develop IEPs containing a statement of needed transitional services and goals; implement IEP/transition goals and activities; and monitor, evaluate, and revise goals and activities. The roles and responsibilities of transition planning team members are outlined. Appendices include the definition of transitional services, a transition services plan, and examples of Personal Futures Planning forms. (Contains 30 references.) (CR)

ED 438 660 EC 307 682

Askvig, Brent A.; Haarstad, Cathy
North Dakota Deafblind Services Project. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 31p.; For the Project's Technical Assistance Training Manual, see ED 417 524. For the 1995 Final Performance Report of Service for Children with Deaf-Blindness, see ED 390 243.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; *Disability Identification; Elementary Secondary Education; Family Programs; Multiple Disabilities; Outreach Programs; Parent Education; Postsecondary Education; Preschool Education; Program Development; *Staff Development; *State Programs; Teacher Education; *Technical Assistance

children/youth with deafblindness. Activities and accomplishments are reported for each of six major objectives: (1) organizing project resources; (2) improving early identification procedures within school systems and other agencies; (3) increasing family access to services; (4) improving local capacity to serve students appropriately by providing services in least restrictive settings while ensuring that the curriculum results in functional outcomes and utilizes "best practice" standards; (5) assisting agencies in the design and implementation of transition services for young adults with deafblindness; and (6) examining the impact of systemic policies and practices on children and youth with deafblindness. (DB)

ED 438 680 EC 307 703

McWilliam, P. J.; Vance, Sherra
Carolina Model Inservice Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Method (Teaching Technique); *Disabilities; Early Childhood Education; *Early Intervention; Educational Principles; *Family Programs; *Inservice Teacher Education; Program Development; Program Evaluation; Teaching Models; Teamwork; Training; Young Children
IDENTIFIERS- *North Carolina

This final report describes activities and accomplishments of the Carolina Model Inservice Training Project, a federally supported program in North Carolina to develop an effective and replicable inservice training model for assisting early intervention programs to apply a family-centered approach in their work with young children (birth to 8 years) with disabilities and their families. Innovative features of the model included: (1) a team-based approach to training; (2) the active participation of parents in training; (3) the systematic development of plans for improving services at both the program level and the level of the individual practitioner; and (4) use of the case method of instruction as a means of facilitating the application of family-centered principles. The project provided training to early intervention direct service personnel in collaboration with state-level personnel development systems and certification requirements. A series of six workshops were conducted. Evaluation examined changes in participants' attitudes and beliefs, the ability of participants to apply family-centered principles to realistic case situations, and participants' self-assessments. An instructor's guidebook was also developed. (Contains 14 references.) (DB)

ED 438 681 EC 307 704

Availability of Therapists To Work in Ohio Schools.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Labor

that schools often help support the community's recovery efforts following a disaster, so the loss of the school building impedes that effort. Schools can be designed to resist earthquakes, and the types of design considerations needed to avoid structural collapse are examined. Both exterior and interior considerations in seismic design are explored, and the proof that seismic design works in preventing school building damage and the relative cost of incorporating this design approach are discussed. (GR)

ED 438 703   EF 005 669

Reducing Nonstructural Earthquake Damage: A Practical Guide for Schools. Videotape .
PUB DATE- 95
NOTE- 0p.; For other videos in this series, see EF 005 667-668.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Crisis Management; *Earthquakes; Elementary Secondary Education; Guidelines; *Prevention; Public Schools; *Safety; Videotape Recordings
IDENTIFIERS- *Hazards

This videotape describes the nonstructural areas within a school that can be damaged and create hazards for students, teachers, and staff during and after an earthquake; and discusses preventive measures to lower the injury potential from these hazards. It confirms that the best procedure to use during an earthquake to protect oneself from nonstructural injury is to go beneath desks and tables. Preventive techniques to make interior, nonstructural areas safer during an earthquake are examined, such as those used for shelving, filing cabinets, gas cylinders, shelf contents, glass windows, and water heaters. Where to find additional information on nonstructural hazard risk reduction is provided. (GR)

ED 438 704   EF 005 670

Nieto, Marcus
Security and Crime Prevention Strategies in California Public Schools.
SPONS. AGENCY- California State Legislature, Sacramento. Senate Subcommittee on School Safety.; California State Legislature, Sacramento. Senate Committee on Education.
PUB DATE- 99
NOTE- 56p.; Prepared at the request of California Senators Dede Alpert and Teresa Hughes.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Crime Prevention; Data Collection; Elementary Secondary Education; *Public Schools; *School Districts; *School Security; Security Personnel; *Violence
IDENTIFIERS- *California

Key findings are presented from a survey conducted by the California Research Bureau showing that most California school districts incorporate violence prevention program curricula with a strong police and security presence. Many schools have installed closed circuit video surveillance cameras, canine searches, and metal detectors. Unfortunately, the vast majority of schools who actively use violence prevention and anti-drug use curricula are unable to directly measure the impact or

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Students; Cooperation; *Educational Technology; Elementary Secondary Education; *English (Second Language); Foreign Students; Intensive Language Courses; Language Teachers; Second Language Instruction; Second Language Learning; Sex Bias; Sociolinguistics; Teacher Education; *Teaching Methods; Writing Across the Curriculum
IDENTIFIERS- *Rassias Method

This document comprises the eighth volume of a journal that focuses on the Rassias Method (also known as the Dartmouth Intensive Language Model-DILM) for language learning. Thirteen short articles are included: "A Sure Cure for Malaise and Ennui: Rassiasillin--Applications and Adaptations of the Dartmouth Intensive Language Model" (Michael D. Thomas); "The Use of Reader's Theater in the EFL Curriculum" (M. Martha Lengeling, Casey Malarcher, and Leath Mills); "Rassias Meets Writing across the Curriculum" (Nancy M. McElveen); "Pour nous, la Francophonie est culture" (Alan Farrell); "To Be Human: Is the Rassias Method the Rassias Madness?" (Mimi Y. Yang); "Noticing the Stranger in Your Midst: International Students Need Love Too!" (Effie Papatzikou Cochran); "Principles and Practices of ESL Teaching: A Personal Perspective" (Effie Papatzikou Cochran); "A Sociolinguistic Typology of Learners of English as a Second Language: What Colleges Need to Know about Their International Students" (Effie Papatzikou Cochran); "Savoring the Individual. Goals in the Education of Language Teachers" (Effie Papatzikou Cochran and Donald H. Byrd); "Touche Cyrano! Seducing Roxane on Film with Rassias Dramatization and Drills" (Don McMillan); "The Candid Camera: Using Video in Foreign Language Teaching" (Suzanne Branciforte); "Sexism in the ESL Classroom: Pedagogical Implications" (Mary Yepez); and "Collaboration: A Retrospective View" (Bette G. Hirsch and Carmen Chaves Tesser). (KFT)

ED 438 723 FL 026 161

Clair, Nancy; Adger, Carolyn Temple; Short, Deborah; Millen, Elaine
Implementing Standards with English Language Learners: Initial Findings from Four Middle Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Cultural Pluralism; *English (Second Language); *Language Minorities; Limited English Speaking; Middle Schools; Multicultural Education; National Standards; *Professional Development; Second Language Instruction; Second Language Learning

This document aims to help teachers make the transition to standards-based teaching and learning. It describes the first phase of a 3-year applied research project on professional development for teaching to high standards in culturally and linguistically diverse middle schools. Standards-based teaching and learning requires teachers to reach a consensus on what students should know and be able to do, and to understand how to teach accordingly. This means that many teachers must make major changes in what they have been doing for years. These problems are especially acute for culturally and linguistically refugees; recommended curricular approaches; how employment skills can be integrated with English-as-a-Second-Language (ESL) training; and how ESL programs with limited funds offer support services, curriculum innovations, and technology access to refugees. (Contains 25 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 438 742 HE 032 628

Calderwood, Patricia E.
Resisting Community: Challenges for Participatory Action.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; *College Faculty; *Collegiality; *Community; Educational Cooperation; *Educational Environment; Higher Education; Interprofessional Relationship; *Organizational Climate; Participative Decision Making; Peer Relationship; Professional Autonomy; Quality of Working Life; School Culture; Teacher Collaboration; Teamwork

This paper considers the question of faculty as "community." The study examined community-building efforts at one institution, which had been initiated in response to negative outside judgment about faculty effectiveness and that threatened the continued existence of the teacher preparation program. A "community committee" survey asked 32 faculty members in a large, urban university to define what they considered important elements of community, whether such conditions for community existed at the institution, and what could be done to bring about conditions supporting community. The study found that, overall, the education department resisted community-building efforts. Many of the faculty refused to submit written responses to the survey; some responded verbally and these responses were mostly negative, saying that establishing community was a futile endeavor. Written responses were more positive, offering suggestions for supporting scholarship and improving collegiality. However, when given coded anonymous responses, the committee paid no attention to the suggestions offered, finessed responses as a critique of the dean and his policies, and tried to uncover anonymity; when that failed, the issue was dropped. The study concludes that, in part, institutional factors such as tenure and promotion mitigate against community, but the lack of community mostly results from the absence of respect and trust within the professional community. (CH)

ED 438 743 HE 032 629

Fordon, Ann E.
Advocates, Barriers, and Responses: The Personal Narratives of Nine Female Doctoral Students.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Discourse Analysis; *Doctoral Programs; *Educational Discrimination; Educational

Baxter Magolda, Marcia B.
The Search for Meaning in Young Adulthood: Implications for Educational Practice. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Learning; *Change; Cognitive Development; Concept Formation; *Developmental Stages; Educational Environment; Educational Objectives; *Epistemology; Higher Education; *Holistic Approach; *Individual Development; Learning; Narration; Outcomes of Education; Role of Education
IDENTIFIERS- *ASHE Annual Meeting

These narrative accounts follow a group of young adults searching for meaning during the ten years after their college graduation, and offer insights into how higher education might create conditions for this search to occur during college. This longitudinal study is based on interviews with 39 participants at various points during their undergraduate, graduate, and/or early working years for a 13-year period beginning in 1986 when they entered college. All participants were traditional-age students attending state institutions with a liberal arts focus. The primary focus of the college phase of the study was on epistemology, or students' assumptions about the limits, certainty, and criteria for knowing. Phase 2 of the research explored development after college. Sections of the paper examine the implications for educational practice of holistic education and the developmental dimensions of the search for meaning. Interview data inform discussions of complexities encountered in the search for meaning; realization of the need to search for meaning; construction of internal authority and meaning; and solidifying internal meaning-making. Interview responses were analyzed using grounded theory methodology. A final section discusses the creation of educational contexts for internal meaning-making. (Contains 21 references.) (CH)

ED 438 763 HE 032 765

Sweitzer, Nancy Guadalupe
"Fiddle-Dee-Dee, I'll Think About It Tomorrow": Overcoming Academic Procrastination in Higher Education.
PUB DATE- 99
NOTE- 72p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Higher Education; Learning Motivation; Learning Strategies; Student Characteristics; *Student Motivation; *Study Habits; *Study Skills; *Teacher Influence; Teacher Role; Teacher Student Relationship; Thinking Skills
IDENTIFIERS- *Procrastination

This dissertation reviews procrastination, and academic procrastination in particular, focusing on research which analyzes methods that both college students and professors can employ to effectively combat academic procrastination. The first section of the paper examines various forms and sources the Executive Programs (in-house model), and the CU Virtual and Master of Public Administration Programs (hybrid model), including the target audience, delivery system characteristics, program outcome, and advantages of each model. Issues for future consideration are also outlined. (AEF)

ED 438 783 IR 019 908

Hall, Richard H.
Web-Based Conferencing as a Component of a Collaborative-Learning Based Educational Psychology Class.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; Conventional Instruction; *Cooperative Learning; *Group Discussion; Higher Education; Learning Activities; Nontraditional Education; *Student Reaction; Teaching Methods; *World Wide Web
IDENTIFIERS- *Face to Face Communication

A "connected classroom" model was used for an educational psychology class which relied heavily on both face-to-face and Web-based collaborative discussion. As part of the class, students were required to participate in collaborative discussion that consisted of a structured environment in which students addressed open-ended questions about foundational class material. Each week students completed a Likert questionnaire on which they were asked to rate their subjective reactions to both Web-based and face-to-face collaborative activities. Results indicated that: (1) for the majority of subjective questions asked, responses to the face-to-face versus Web-based collaborative learning did not significantly differ; (2) students found the face-to-face learning to be more socially positive, and they reported learning more about others in their group; (3) for Web-based discussion, students found discussions of opinion questions to be less effective for promoting learning than application questions; and (4) students' appreciation of group members' views and the amount they reported learning about other students decreased over the course of the class across both formats. (Author/AEF)

ED 438 784 IR 019 909

White, Marilyn Domas; Iivonen, Mirja
Factors Influencing Web Search Strategies.
PUB DATE- 99
NOTE- 14p.; Paper presented at the ASIS (American Society for Information Science) Annual Meeting (62nd, Washington, D.C., October 31-November 4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Foreign Countries; Information Retrieval; *Information Seeking; *Online Searching; *Search Strategies; *World Wide Web
IDENTIFIERS- Browsing; Finland; United States

This paper studies the influence of question-related variables

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior; Corporations; Foreign Countries; *Information Seeking; Internet; Online Searching; Use Studies; Users (Information); *World Wide Web
IDENTIFIERS- Computer Use

This paper investigates how knowledge workers utilize the Web to seek external information as part of their daily work. Thirty-four participants from seven companies were interviewed about their information needs and preferences. In addition, a custom-developed software application recorded each participant's Web behavior for a two week monitoring period. To understand better the significant episodes of activity identified in the Web tracking logs, a second round of personal interviews was conducted. The study found that people who use the Web as part of their work engage in four complementary modes of undirected viewing, conditioned viewing, informal search, and formal search. Moreover, each mode is characterized by information seeking moves based on recurrent sequences of browser functions and features. Based on these findings, a model of Web use is presented, as well as some suggestions for supporting and enhancing Web information seeking in organizations. (Contains 12 references.) (Author/AEF)

ED 438 805   IR 019 933

Detlor, Brian
Facilitating Knowledge Work with Intranets: An Investigation of the Organizational Information Environment of Intranet Users.
PUB DATE- 98
NOTE- 14p.; Doctoral paper presented at the Annual International Conference on Information Systems (ICIS) (19th, Helsinki, Finland, December 13-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Mediated Communication; *Computer Networks; Cooperative Programs; Foreign Countries; *Information Networks; *Organizational Communication; Systems Approach; User Needs (Information); World Wide Web
IDENTIFIERS- *Intranets

This paper outlines a qualitative research investigation of intranets and their capacity to facilitate organizational knowledge work. The study calls for an alternate view to intranet systems development and evaluation, one that tempers a predominant focus on information content and technology concerns with an awareness of the information needs, uses, and contexts of organizational participants. The objective is to conduct a case study evaluation of intranet usage that examines the information needs and uses of major sets of users and the organizational environment in which the intranet is utilized. Data collection involved a wide variety of techniques, namely interviews, Web usage tracking software, direct observations, and questionnaires. Both content and transaction log analysis serve as primary modes of data analysis. It is hypothesized that by focusing on user information practices and behaviors, intranets may be better utilized as tools to support organizational communication and group collaborative activity. (Contains 33 references.) (Author/AEF)

ED 438 806   IR 019 934

Detlor, Brian

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Block Scheduling; Case Studies; Curriculum Development; Distance Education; Educational Change; Educational Technology; Flexible Scheduling; Information Technology; Instructional Development; *Learning Resources Centers; Lesson Plans; Library Planning; *Library Services; Professional Development; *School Libraries; Secondary Education

Aimed at secondary school library media specialists who are undertaking the transition to block scheduling, this book examines the essential components of the library media program in a block-scheduled school and provides useful handouts, lesson plans, and the experiences of four practitioners through their case studies. The following chapters are included: (1) Restructuring and the Block Schedule: An Overview; (2) Planning for the Block; (3) The Library Media Specialist and Instructional Change; (4) Professional Development for the Block; (5) Block Scheduling and Curriculum Development; (6) Of Practical Consideration: Staffing, Collection Development, and Budget; (7) Resource Sharing; (8) Technology in a Block-Scheduled High School; (9) The Internet, Multimedia, and Block Scheduling; (10) Distance Education; (11) Of Practical Consideration: Scheduling, Study Halls, Substitutes, and Assessment; (12) Case Studies; and (13) Selected Lesson Plans for Classes Using Block Scheduling. Includes an index. (MES)

ED 438 827 IR 057 652

Schmidt, William D.; Rieck, Donald A.
Managing Media Services: Theory and Practice. Second Edition.
PUB DATE- 00
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; *Educational Media; Elementary Secondary Education; Higher Education; Learning Resources Centers; Media Specialists; *Nonprint Media; *Program Administration
IDENTIFIERS- *Media Management

This book on managing media services focuses on the administration of nonprint materials and services. The following chapters are included: (1) Managing Media Services: An Overview; (2) Philosophical Perspectives; (3) Planning Media Service Programs; (4) Management Basics; (5) Managing Media Materials Services; (6) Managing Media Equipment Services; (7) Managing Media Development Services; (8) Computers and the Media Center; (9) Managing Technological Change; (10) Managing Personnel; (11) Managing Budgets; (12) Communicating; (13) Evaluating Media Service Programs; (14) Designing Media Service Facilities; (15) Reaching Distant Learners; (16) Professionalism; and (17) The Future. Each chapter contains references and a selected bibliography. Appendices contain client needs assessment, organizational plans of exemplary programs, media selection policies, media center and learning resources programs standards and recommendations, instructional media center evaluation by patrons, design case history, and author, subject, and title indexes. (MES)

ED 438 828 IR 057 653

ways to weave them together into a fabric that was stronger than any of the initiative's single threads. Library Power's contributions to curriculum, instruction, and professional collegiality are examined. Lessons learned are discussed related to new and sustained funding, outside support, leadership, professional development, and compatible policies. Key findings are summarized for dilemmas of reform in the areas of competing demands, varying capacity for improving teaching, learning, and equity. (MES)

ED 438 847   IR 057 792

Osborne, Larry N.; Nakamura, Margaret
Systems Analysis for Librarians and Information Professionals. Second Edition. Library and Information Science Text Series.
PUB DATE- 00
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Data Analysis; *Flow Charts; *Information Services; *Information Technology; *Library Automation; Library Science; Problem Solving; Programming; *Systems Analysis; Textbooks
IDENTIFIERS- Java Programming Language; Object Orientation

This textbook covering the basic techniques of systems analysis targeted to the librarian or information professional contains the following chapters: (1) Understanding Systems Analysis; (2) The Historical Development of Systems Analysis; (3) The Human Element; (4) Identifying and Defining Problems; (5) Collecting Data; (6) Analyzing and Displaying Data in Flowcharts; (7) Designing Data Flow Diagrams; (8) Using Other Array Methods; (9) Object-Oriented Techniques; (10) Designing the System; (11) Presenting the System; (12) Selecting the System; (13) Managing a Project; (14) Proving the System; and (15) Strategies for Implementation. Each chapter includes a case study and a list of references. Responses to brief case studies and a Java program to determine sample size are appended. Includes an index. (MES)

ED 438 848   IR 057 793

Kyrillidou, Martha, Comp.; O'Connor, Michael, Comp.
ARL Annual Salary Survey, 1999-2000.
PUB DATE- 00
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Law Libraries; *Library Personnel; Library Statistics; Library Surveys; Medical Libraries; Occupational Information; *Professional Personnel; Questionnaires; *Research Libraries; *Salaries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This document reports 1999-2000 salary data for all professional staff working in ARL (Association of Research Libraries) libraries. Data for 8,595 professional staff members were reported for the 111 ARL university libraries, including their

This book is intended for practicing or aspiring faculty who are interested in a learner perspective. It can be used individually or collectively in orientations, graduate teaching seminars, and faculty development seminars. Recognizing that most college faculty learned to teach using the lecture method, and that while the lecture method is not exactly ineffective, this book claims there are many other teaching methods that have been proven to be more effective. It is these other methods, and the approach of teaching from the perspective of the learner, that the book discusses. In order to accomplish this task, the author asks for instructors to rethink their role and the role of their students in the learning process. Summarized are principles of excellent teaching that have been abstracted from decades of research and discussion about human learning. Nine chapters cover a formula for change, beginning with creating a paradigm shift on assessments. Other chapters include instruction on how to develop different kinds of student assessments that affect different kinds of student learning, using rubrics to provide feedback to students and using portfolios to support learning. Lastly, the book recommends ways to shift the focus from individual change to organizational reform, creating an institutional mindset that values learner-centered, constructivist teaching. (AF)

ED 438 868   JC 000 207

Student Transfer in Indiana--Follow-Up Report on Degree Completion and Persistence of 1990 Entering Freshmen: A Working Paper.
PUB DATE- 97
NOTE- 25p.; For the initial report, see ED 431 481.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Transfer Students; *Educational Attainment; Educational Mobility; Graduation; Higher Education; School Holding Power; State Colleges; State Universities; *Transfer Programs; *Transfer Students
IDENTIFIERS- *Indiana

This follow-up report addresses three broad aspects of student transfer: (1) transfer between Indiana public college and university campuses; (2) transfer across degree-objective levels; and (3) completion rates and transfer between major fields of study. Of all pre-degree transfers, most (40%) occur between the first and the second year of enrollment. Campus movement is widespread, and offers two key findings: (1) the primary recipient of transferring students is the Indiana University (IU) system, including transfers from one IU campus to another; and (2) Ivy Tech State College received far more transfer students from other institutions than it generated for them. Among students who made the shift from two-year programs to four-year programs, those initially enrolled at a four-year campus and completing a two-year degree demonstrated the highest completion rate of baccalaureate degrees. The highest degree completion rates occurred for students with their initial major in agriculture, language arts, or engineering. Students with undecided or undeclared majors in their first year had the lowest degree completion rates within each degree level category. More than one-fourth of all degree recipients graduated with a degree from a program area different than the program indicated as their major in their first year. An appendix is included. (UWC)

ED 438 869   JC 000 208

PUB DATE- 98
NOTE- 70p.; Part I: "Re-structuring for the Third Millennium"; Part II: "College Discovery's Group Counseling Curriculum for Educational and Career Development: A Three-Year Model for Increasing Retention"; Part III, "Individual Education and Career Plan (IECP)."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; College Administration; Community Colleges; Counseling Services; *Educational Change; Educational Objectives; Institutional Mission; Organizational Objectives; Professional Development; Program Development; Program Implementation; *School Restructuring; Two Year Colleges
IDENTIFIERS- *City University of New York Bronx Community Coll; Longitudinal Student Tracking Reporting System; Performance Indicators

Bronx Community College created a three-year College Discovery (CD) master plan for 1998-2001 to help restructure its counseling programs and support services and enable CD students to acquire an associate's degree level of education. The first area of restructuring is in the role of the director of College Discovery and Counseling. General counseling and the CD program have merged into one program within the Department of Student Development. The director will strengthen the liaisons of counselors with various academic departments, develop professional growth of counselors and a group modality of supervision, enlist counselors as consultants, and advocate an expanded definition of CD participants to include disadvantaged students. Restructuring also includes new staff positions: a supplemental learning instructor, a social worker, a financial aid administrative assistant, a computer technician, CD tutors, and CD peer counselors. New program practices of the master plan include the CD summer pre-freshman program; a CD retention center; an academic advisement, counseling, and registration center; an early alert retention system; block programming of courses and linkage with faculty for high-risk students; pairing of learning-to-learn courses and retention courses; the NewStart program; and a three-year group counseling curriculum. The master plan also includes a research and evaluation program. The second part of the master plan consists of a group counseling curriculum to foster personal growth, self-acceptance, and responsibility among students. The third part focuses on Abraham Maslow's Hierarchy of Needs, which pinpoints different needs to be developed with each progressing school semester. (YKH)

ED 430 888　　　　JC 980 299

Culp, Marguerite M., Ed.; Helfgot, Steven R., Ed.
Life at the Edge of the Wave: Lessons from the Community College.
PUB DATE- 98
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrators; *Community Colleges; Enrollment Projections; Futures (of Society); Higher Education; Institutional Mission; *Nontraditional Students; *Professional Development; Student Characteristics; Student College Relationship; *Student Personnel Services; Two Year College Students; Two Year Colleges

This collection of essays discusses various issues surrounding

History Instruction; *Integrated Curriculum; Junior High Schools; Middle Schools; Science Education; Speech Instruction; *United States History; Units of Study; Vocational Education

This publication consists of six units for middle and high school grades that incorporate school-to-work (STW). The six units were developed by six practicing teachers. The first unit, "Wellness: An Integrated Unit with STW Emphasis for Seventh Grade" (Sara Hellenbrand), provides STW objectives and a list of activities. The second unit, "'Connections for Life's Work': Team Sports Unit" (Gary Ripley), has the following 10 components: web sheet; rationale; educational goals; unit goals; instructional objectives; instructional materials; student learning activities; assessment; evaluation; and a list of resources. The third unit, "Advertising Unit: Eighth Grade" (Dawn Maurer), contains lists of Secretary's Commission on Achieving Necessary Skills (SCANS) objectives and goals; learning activities; a culminating activity; step-by-step instructions for presenting the unit; and resources, including information sheets and forms. The fourth unit, "Climates of the United States: Integrated Science Curriculum, STW" (Beth Peterson), discusses the following components: unifying instructional objectives; concept map; outlines of suggested activities and a culminating activity, each of which consists of instructional and behavioral objectives and procedures; and a resource list. The fifth unit, "Integrated/STW Unit: Oregon Trail Simulation" (Erich Utrie), consists of a list of materials needed and a unit outline, including unifying objectives or questions, activities, culminating activity, materials for a simulation, and evaluation. The last unit, "Teaching Unit for a Required Speech Class: The Job Interview" (Shirley Zimmer), has the following five components: rationale; objectives; activities; culminating activity; and assessment. (YLB)

ED 438 401 CE 079 685

Vandegrift, Judith A.; Wright, Joel
Arizona's School to Work Initiative: Four-Year Trends in Public Opinion. Arizona School to Work Briefing Paper #17.
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 99
NOTE- 7p.; For other documents on the School to Work Initiative, see CE 079 086-087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Educational Change; Educational Quality; Elementary Secondary Education; Employer Attitudes; Parent Attitudes; *Parent School Relationship; *Partnerships in Education; *Program Effectiveness; Program Evaluation; *School Business Relationship; State Programs; Statewide Planning; Teacher Attitudes; Vocational Education
IDENTIFIERS- *Arizona

The fourth, and final, annual statewide public opinion polling is part of a multifaceted evaluation of Arizona's school to work (STW) initiative. Baseline data were established in spring 1996; comparative data have been collected annually since then. The polling assesses public attitudes toward STW, and determines their level of support or opposition to the initiative. Each year, three constituent groups were polled: parents, businesses, and educators. Sample sizes in 1999 yielded results comparable with those in 1996, 1997, and 1998 results. Findings indicate the following: public awareness of STW has grown significantly during the past 4 years; awareness

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Standards; *Adoption (Ideas); Benchmarking; Career Academies; *Comprehensive Programs; Educational Change; Educational Practices; Environmental Education; High Schools; *Program Design; Research and Development; Student Certification; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- Career Paths; Impact Studies

The New Designs for the Comprehensive High School (NDCHS) project was conducted to develop design processes and specifications for developing new comprehensive high schools, and for restructuring existing schools in accordance with the comprehensive high school model. The project's impact on student learning at two early adapters of the recommendations--the School of Environmental Studies (SES) at the Minnesota Zoological Gardens and the St. Louis Career Academy (SLCA) in Missouri--was examined by reviewing available data at each school and meeting with representatives from each school. The NDCHS design elements adopted most intensely by the SES were as follows: learning signature, learning process, learning organization, learning staff and staff development, and learning environment. At the SLCA, the NDCHS element with the highest intensity of implementation was learning environment, and the areas of least intensity were learning signature, learning process, learning partnerships, learning celebration, and learning finance. NDCHS is now part of a larger project entitled New Designs for Learning (NDL), and NDL will continue to study the impact of the original recommendations. (Contains 26 references and 11 tables. Appended are the following: example requirements for certificate of prerequisite to internship placement at SLCA; table of contents to student reference guide to foundation skills at school of environmental studies; vision, mission, and beliefs of SES; and listings of articles about SES and SLCA.) (MN)

ED 438 420 CE 079 709

Bragg, Debra D.; Dare, Donna E.; Reger, W. M., IV; Ovaice, Ghazala; Zamani, Eboni M.; Layton, James D.; Dornsife, Carolyn J.; Vallee, Manuel; Brown, Carrie H.; Orr, Margaret Terry
Tech Prep Implementation and Preliminary Student Outcomes for Eight Local Tech Prep Consortia.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 696p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Community Colleges; Comparative Analysis; *Consortia; Counselor Attitudes; *Education Work Relationship; Educational Attainment; Employer Attitudes; Employment Patterns; Enrollment; Enrollment Trends; Followup Studies; High Schools; Higher Education; Mathematics Curriculum; National Surveys; *Outcomes of Education; Parent Attitudes; Postsecondary Education; *Program Implementation; Questionnaires; Rural Education; Student Attitudes; Suburban Schools; Teacher Attitudes; *Tech Prep; Urban Education; *Vocational Education

The implementation and student outcomes of Tech Prep were examined in a study of eight consortia that represented a range

Evaluation; Secondary Education; *Simulation; Student Attitudes; Teacher Attitudes; Work Environment
IDENTIFIERS- Canada; *United Kingdom

The Real Game is a Canadian career education simulation for 12- and 13-year-olds that is currently being adapted for the United Kingdom. The game emphasizes the following five main messages: remember that change is constant; understand that learning is ongoing; focus on the journey; follow your heart; and access your allies. The game's effectiveness in the United Kingdom was examined in a national pilot study that used the following four data collection activities: interviews with senior managers in 12 schools; questionnaires sent to teachers from all 37 pilot schools; pupil interviews; and data sets for 1,005 pupils at 16 schools (546 who participated in the game and 559 who formed a comparison sample). Although most schools used the game for an average of only 12 hours, most teachers considered the game valuable for students in its target age group, and reported that it had a relatively high rate of impact on pupils' learning. Pupils held broadly positive views of what the game taught them. Those who participated in the game showed significant gains on knowledge items and small gains on career beliefs; however, measures of "employability beliefs," self-efficacy for job exploration, occupationally relevant self-awareness, and career planning failed to show gains relative to the comparison sample. (MN)

ED 438 438 CE 079 740

Watts, Tony
The Relationship between Career Guidance and Financial Guidance. Report on a NICEC/CRAC Policy Consultation Held on 21-22 April 1999 at Madingley Hall, Cambridge. CRAC NICEC Conference Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).
PUB DATE- 99
NOTE- 7p.; In collaboration with Finance and Education Services, Ltd. and supported by the Lifelong Learning Foundation and the NatWest Group Charitable Trust.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Career Education; *Career Guidance; Comparative Analysis; Consumer Education; Cooperative Programs; Delivery Systems; *Educational Cooperation; Educational Needs; Educational Planning; Educational Policy; Educational Quality; *Financial Services; Foreign Countries; Lifelong Learning; *Money Management; National Standards; Needs Assessment; Partnerships in Education; Policy Formation; Public Relations; Relationship
IDENTIFIERS- *Financial Planning; *United Kingdom

A total of 29 representatives of government departments, financial organizations, career guidance organizations, and researchers and career and financial guidance, practitioners from across the United Kingdom discussed the similarities and differences between the fields of career guidance and financial guidance, and explored whether closer links between the two fields might be developed. The discussions focused on the following three areas: career/financial guidance needs of young people and adults; career/financial guidance needs of individuals with resources at their disposal and individuals with very limited resources; and long-term strategies and immediate actions. The discussions resulted in 18 recommendations pertaining to the following areas: awareness is currently 8 percent, and should surpass 10 percent by the end of 1999. The share of the population with secondary-level vocational education is extraordinarily high and highly stratified; workers have few of the flexible skills required for success in the changing labor market. Links between labor market needs and the vocational system are weak, as is involvement of social partners in vocational education development. Social policies, such as the high level of the state-guaranteed minimum income defining eligibility for social support benefits, act as work disincentives. (Appendixes include: tables; sources of the economic recession; schemes of labor market administration; and map of district unemployment rates. Contains 26 references.) (YLB)

ED 438 456   CE 079 777

Eamets, Raul; Philips, Kaia; Annus, Tiina
Background Study on Employment and Labour Market in Estonia.
PUB DATE- 99
NOTE- 123p.; For background studies of other countries, see CE 079 775-780.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Change; Educational Change; *Employment Patterns; Foreign Countries; *Job Development; Job Training; Labor Economics; *Labor Market; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education; Welfare Services
IDENTIFIERS- *Estonia

During the years 1989-1997 in Estonia, employment has decreased; unemployment and inactivity have increased. Females have tended to move to inactivity while males have become unemployed. The wage patterns are very flat relative to those in market economies. Estonia has opted for very low levels of unemployment benefits, pensions, and a low minimum wage. Public sector employment has decreased drastically. The largest share of private sector employees are involved in the service sector. There is a substantial regional and occupational mismatch of vacancies and unemployed people. Participation rates have dropped for all age groups, with the largest decline among older people. The labor demand for younger members of the labor force has increased dramatically. Since most unemployment is structural, the only possible conclusion is that vocational secondary education and job training have not been flexible enough to satisfy labor market needs. Studying at vocational education and training institutions is the second-best choice for young people; school leavers prefer academic higher education. No formal training system exists for adults who face changes in job functions or dismissal. Labor policy is very restrictive and passive. (Appendixes include: data tables; labor force surveys; ethnic composition of population; legal regulation of the labor market; and education system. Contains 22 references.) (YLB)

ED 438 457   CE 079 778

Horvath, Reka; Abraham, Arpad; Horvath, Tibor; Kopeczi-Bocz, Tamas
Background Study on Employment and Labour Market in Hungary.
PUB DATE- 99
NOTE- 97p.; For background studies of other countries, see CE 079 775-780.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

finance); construction and development; consumer service, hospitality, and tourism; health and bioscience; and information technology; (5) the dimensions of learning and blended instruction; (6) assessing student achievement; (7) school team planning and action plan; (8) resource materials (sample project summary, mini-grants announcement, resource list for technical skill standards, career connections fact sheet, career connections, local labor market teams list, map). (KC)

ED 438 475   CE 079 813

Career Development in Maryland: Guiding the Future.
PUB DATE- 00
NOTE- 35p.; Funded by the Carl D. Perkins Vocational and Technical Education Act of 1998 through the Maryland State Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavioral Objectives; Career Choice; *Career Development; Career Education; *Curriculum Development; *Education Work Relationship; High Schools; Learning Activities; Models; Postsecondary Education; Program Development; Program Implementation; State Curriculum Guides; State Standards
IDENTIFIERS- *Maryland

This document provides guidelines for career development in Maryland that are intended to get all of Maryland's high school graduates prepared for employment and the pursuit of further education by the year 2002. The guide covers the following six topics: (1) career development and school reform; (2) career development--a foundation for achieving educational goals; (3) the Maryland career development model; (4) the career development process; (5) student outcomes and suggested activities based on the Maryland career development model; and (6) the career development system implementation process. An appendix, which is almost half the document, provides career development self-assessment rating sheets for local school systems and postsecondary institutions. (KC)

ED 438 476   CE 079 828

Kuchinke, K. Peter
Feedback Seeking in Training Settings.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Context Effect; Educational Environment; *Feedback; Foreign Countries; *Information Sources; *Job Training; *Management Development; National Surveys; Public Agencies; Student Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; Training Methods
IDENTIFIERS- *United Kingdom

The role of feedback in training settings was examined in a orientations and techniques are represented, from cognitive-behavioral and gestalt models, to client-centered, structured, and filial approaches, to Theraplay and parent-child interaction therapy. The foundations of each model are outlined, and assessment and treatment strategies are described in depth. (Contains references at the end of each chapter and a subject index.) (GCP)

ED 438 494   CG 029 783

Desetta, Al, Ed.; Wolin, Sybil, Ed.
The Struggle To Be Strong: True Stories by Teens about Overcoming Tough Times.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Attitudes; Adolescents; *Coping; Daily Living Skills; *Individual Power; *Personal Narratives; *Resilience (Personality); Secondary Education; Self Esteem

This book presents 30 first-person accounts by teenagers that tell how they overcame major life obstacles. Many aren't the everyday problems most kids encounter, which makes their stories especially compelling-and their successes especially inspiring. The young writers wrote their stories to help teenagers with similar problems and stresses. The stories focus on the power of resilience for teenagers, and the ability to bounce back from setbacks, disappointments, and loss. The book is divided into chapters on seven types of resilience: insight, independence, relationships, initiative, creativity, humor, and morality. Sample topics include: AIDS and HIV, alcoholism, bereavement, body image, creativity, dating, depression, drug abuse/addiction, families, foster care, friendship, peer pressure, and racial and sexual identity. These stories first appeared in two youth magazines in New York City called "New Youth Connections" and "Foster Care Youth United." (Contains 13 references and a subject index.) (GCP)

ED 438 495   CG 029 786

Providing Drug Education To Meet Young People's Needs. Interchange 61.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; *Drug Education; Elementary Secondary Education; Foreign Countries; *Health Education; Program Effectiveness; *Student Attitudes; *Student Behavior; Tobacco
IDENTIFIERS- *Scotland

This report shares the research findings of a major study on drug education in Scotland commissioned by the Scottish Office Education and Industry Department (SOEID) and carried out by the Scottish Council for Research in Education (SCRE) between September 1996 and June 1999. The project had three main aims: to provide an overview of the extent and nature of drug education in Scottish schools; to explore young people's knowledge, attitudes and behaviors concerning drugs and their drug education; and to highlight the factors influencing the effectiveness of drug education. Over the duration of the

ED 438 514   CS 013 879

Augello, Gina
Gender Inequities in Grade Two: A Look at Educators and Literature.
PUB DATE- 00
NOTE- 36p.; Master of Arts Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basal Reading; Grade 2; Primary Education; *Reading Attitudes; *Sex Bias; *Sex Differences; *Student Attitudes; Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Heroes

A study was conducted to determine if second grade teachers use gender biased literature and if these teachers are unintentionally sending biased messages to their students. Sixty-two second grade students and their three teachers were included in this study. The study was conducted in an upper-middle-class suburban elementary school. Several reading lessons were observed by the researcher. It was found that the literature used (from the "Garden Gates" series published by Silver Burdett Ginn) was not gender biased. The researcher also took note of the amount of times boys versus girls were called upon by the teacher. Generally, boys and girls were called upon equally. Teachers believed that both boys and girls are, overall, good readers. The students also participated in this study by completing a questionnaire. None of the boys responded that they liked to read or hear stories about girls who are heroes; a majority of the girls responded that they like to read or hear stories about girls who are heroes. Contains 27 references. Appendixes contain survey instruments and observation forms. (Author/RS)

ED 438 515   CS 013 880

Iddings, Scott M.; Ortmann, Tammy L.; Pride, Buddy; Pride, Heidi L.
Improving Reading Comprehension and Vocabulary Development through Multiple Instructional Strategies and Technology.
PUB DATE- 99
NOTE- 142p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Educational Technology; Elementary Education; *Instructional Effectiveness; Language Arts; Parent Participation; Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Instruction; *Vocabulary Skills

This report describes a program for enhancing reading comprehension and vocabulary development through the use of multiple instructional strategies and technology. The targeted elementary population exhibits both poor reading comprehension and poor vocabulary acquisition and understanding, which interfere with academic achievement. Evidence for the existence of the problem includes standardized test scores, teacher observation, anecdotal records, and school report cards. Analysis of probable cause data revealed a lack of parental involvement, student readiness, learning difficulties, curricular changes, differences in learning, student series of questions and answers meant to give a nuanced understanding of the commission's views; a list of the principles underlying the position statement; and a discussion section. The article concludes that the need for literacy skills is great, but perhaps the work of the Commission on Adolescent Literacy represents a beginning. (RS)

ED 438 536   CS 216 989

Fishman, Stephen M.; McCarthy, Lucille
Unplayed Tapes: A Personal History of Collaborative Teacher Research. The Practitioner Inquiry Series.
PUB DATE- 00
NOTE- 309p.; Published simultaneously by the National Council of Teachers of English and Teachers College Press.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Case Studies; Classroom Research; Educational Research; Higher Education; *Inquiry; *Research Methodology; *Teacher Researchers
IDENTIFIERS- Berthoff (Ann E); *Collaborative Research; Integrative Organized Approach; *Personal History; Stenhouse (Lawrence)

In this book, two teachers share their experiences as researchers to confront and address the current disagreements about whether empirical research or narrative recounting is a better research model. In the book they seek to transcend these disagreements by endorsing an integrative approach that covers all aspects of practitioner inquiry, joining discussion of the history of the field, its theory, and its various research techniques with presentation of their own classroom studies. Using the contrasting orientations of Ann Berthoff and Lawrence Stenhouse to better understand their own views, the two teacher researchers in this book open the "unplayed tapes" of conversations behind four of their published studies--in doing so they trace their struggles to create a style of inquiry that utilizes both approaches, mixing features of empirical research with elements of teacher story. The book concludes by offering teacher researchers specific tips about how to integrate theory and data, insider and outsider perspectives, and contrasting methodologies. Appendix contains a memo to focus students about think-alouds (a brain-storming process). Also contains reprints of the four studies and a 205-item bibliography. (Each chapter contains references.) (NKA)

ED 438 537   CS 216 990

Whitin, Phyllis; Whitin, David J.
Math Is Language Too: Talking and Writing in the Mathematics Classroom.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *Classroom Environment; Concept Formation; Grade 4; Intermediate Grades; Journal Writing; *Language Role; Learning Activities; *Mathematics; Mathematics Activities; *Mathematics Instruction; Mathematics

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Behavioral Objectives; Career Education; *Communication Skills; *English Instruction; *Evaluation Criteria; High Schools; Language Skills; State Standards; Student Educational Objectives; *Student Evaluation; *Thinking Skills
IDENTIFIERS- *Maryland

This guide outlines four core English learning goals for high school students in Maryland. The guide lists extensive student educational objectives for each indicator. It is divided into separate sections for each of the four goals: Content and Skills for Success Indicator Matches for Thinking and Communication. (NKA)

ED 438 558 CS 217 017

Reddish, Barbara Smith
What Is Good Multicultural Children's Literature and How Do We Critique It? Distinguishing between Image and Value.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; *Childrens Literature; *Cultural Context; Elementary Education; *Family Life; *Language Role; Literary Criticism; Models; *Novels
IDENTIFIERS- *African Americans; Cultural Values; *Multicultural Literature

Multicultural literature is one good way to raise children's awareness of diversity, but how does one decide what constitutes "good" multicultural children's literature? Most any book can be critiqued from numerous perspectives: first and foremost is the book's literary quality--plot, character development, setting, themes, and style; of secondary importance is the author's and/or illustrator's handling of a particular social issue, such as gender or cultural depictions of the characters. Critical analysis requires the use of specific language. Three different pages of Wade Hudson's "I Love My Family" (1993) were analyzed as to the use of language, taking two opposing views to demonstrate that each reader will have a unique interpretation, and that each opinion is valid, provided it is supported with evidence. The novel depicts an African-American family which gathers each summer for a family reunion on Grandpa Lawrence's farm in North Carolina. Also analyzed is Sherley Anne Williams's "Working Cotton" (1944), which depicts an African-American family of migrant laborers working in the cotton fields of the American South. Analysis suggests that there can be more than one model for family values, and that it is the interactions between family members that demonstrate values, whether the family is shown relaxing in their home or laboring in cotton fields. It is essential that classrooms contain books that depict a wide variety of cultures and of family constellations, showing characters in a wide variety of roles. (NKA)

ED 438 559 CS 217 018

Sunstein, Bonnie S., Ed.; Lovell, Jonathan H., Ed.
The Portfolio Standard: How Students Can Show Us What They Know and Are Able To Do.
PUB DATE- 00

Higher Education; *Internship Programs; Journalism Education; Mass Media; *Student Participation; Television Curriculum

Defining the externship as an internship hybrid, an away-from-campus one-day experience which faculty build into the required assignments of many upper-division courses, this paper discusses a particular externship at Southern Illinois University at Edwardsville which is a regular part of a 300-level broadcast news course. All of the students in the course spend a day following a TV news reporter around the newsroom, attending story meetings, going out on location covering stories, and working in the editing room and on whatever else the reporter happens to encounter during the shift. After the externship the students provide the instructor with a short paper describing their experiences and also, in an open discussion session, students share their observations with the entire class. The paper advocates that no less than one junior year externship experience should be built into each professional sequence in a communications program. (NKA)

ED 438 581 CS 510 245

Vander Kooi, Daryl; Veenstra, Charles
Responsible Public Address. Third Edition.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communication Apprehension; Higher Education; *Introductory Courses; *Listening; *Listening Skills; *Public Speaking; Skill Development; *Speech Skills
IDENTIFIERS- Stage Fright

This textbook aims to help the beginning speaker understand what is necessary for a person to give a competent speech. Although only actual practice can give the necessary confidence, use of the advice given in this textbook, and its application in public speaking situations, will significantly improve an individual's competence in public speaking and help control stage fright. The textbook also pays attention to the second part of the public speaking situation--developing listening skills--and to helping maintain a proper balance between both sides of communication. Chapters in the textbook are: (1) Communication and Public Address; (2) Communication and Ethics; (3) Listening; (4) Speech Preparation; (5) Organization; (6) Informative Speaking; (7) Audio-Visual Aids; (8) Persuasion; (9) Credibility; (10) Audience Analysis; (11) Evidence; (12) Reasoning; (13) Nonverbal Communication; (14) Voice; (15) Language; and (16) Speech Criticism. Appendixes contain instructions for speeches, evaluation forms for speeches, and a test bank. (NKA)

ED 438 582 CS 510 246

Vander Kooi, Daryl
The Predictive Value of the Watson-Barker Listening Test.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the International Listening Association (18th, Kansas City, MO, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Improvement; *Formative Evaluation; Middle Schools; Teacher Collaboration; Team Teaching

This paper examines the relationships among administrative support, interdisciplinary team functioning, classroom practices, and student outcomes. It is premised on the need to move beyond examinations of the team process and explore the effects of processes on student learning. The report is based on a systemic research project that studied 60 certified personnel in 12 team configurations, each team containing one principal and one assistant principal. The teams were comprised of nine interdisciplinary teams and three special teams. The school in the study--a high-performing, low-SES restructured middle school--contained 756 students, 77 percent of whom were eligible for free or reduced lunch. Data sources included questionnaires, school-comparison data, school documents, interviews, public report cards, and team lesson plans. The results provided compelling evidence that supportive administrative practices and high-team functioning influence classroom practices, which in turn leads to more favorable student outcomes. However, the focus on team process alone was not sufficient to affect classroom practices and teacher behaviors; all subsystems needed to work together to increase student learning. The study identified specific relationships among school practices associated with higher student achievement, and underscored the importance of the systemic approach to understanding, integrating, and coordinating all subsystems that affect student outcomes. (Contains 18 references.) (RJM)

ED 438 602   EA 030 236

Skrla, Linda
Femininity/Masculinity: Hegemonic Normalizations in the Public School Superintendency.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Females; *Femininity; *Instructional Leadership; Males; *Masculinity; Public Schools; *Sex Stereotypes; *Social Attitudes; *Superintendents; Women Administrators
IDENTIFIERS- Poststructuralism

This paper examines why the training, certification, selection, and promotion of educational administrators ensures both the continuation of white-male dominance and of leaders oriented toward bureaucratic maintenance. The report draws on a poststructural conceptualization of power--the deployment of power through normalization--to provide an alternative perspective on research about women superintendents, one that has begun to accumulate over the past decade. The text focuses on how normalization of the superintendency, which began after World War II, has lead to productive effects of power. This normalization created the desires, behaviors, rules, and practices of societal institutions such as schools. The paper describes the underlying normalization that structures the discourses and practices of educational administration, and how these normalizations operate reciprocally at both individual and group levels. It discusses how the normalization of education through alliances of researchers, practitioners, and commercial partners. It can be assumed that technological change will continue to accelerate and that such changes will produce social, political, and economic pressures that will demand responses from educational institutions. Some of the specific topics that are addressed here include governing the American dream of universal public education, the social construction of difference and the quest for educational equality, teaching and teacher development, 20th century advances in instruction, a curriculum for the new millennium, assessment in education, the evolving science of learning, technology in America's schools before and after Y2K, and progressive education in the 21st century. (Includes an index. Each article contains references.) (RJM)

ED 438 022   EA 030 292

Capper, Colleen A.; Keyes, Maureen W.; Hafner, Madeline
Toward a Pluralistic View of Accountability: Possibilities and Troublings.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the University Council of Educational Administration (Minneapolis, Minnesota, October 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; Educational Administration; Elementary Secondary Education; *Epistemology; Evaluation Criteria; *Performance Based Assessment; *Student Evaluation

This paper examines ways to help administrators and scholars in administrator preparation make sense of the accountability debates. It links possibilities for accountability to one's epistemological lens and claims that administrators can enhance student success by taking a pluralistic view of accountability. The text recounts the historical context for epistemological perspectives, followed by an explanation of epistemological pluralism. It shows how various kinds of student assessments, whether they are traditional or progressive in structural-functional or feminist-poststructural ways, can be used. The article focuses on epistemological proliferation and examines three different ways to view epistemological pluralism: (1) exclusivism, where persons believe their perspective is the one correct perspective; (2) inclusivism, where persons believe that their view is so superior that it includes all other perspectives; and (3) pluralism, where persons hold that "truths" about learning and accountability cannot be captured by one particular perspective. The article offers a brief description of standardized, performance-based, and functional assessments along with examples of how each method can be employed in various manners. It is hoped that using traditional assessment under these perspectives will advance equity and justice, allowing educators to use alternative assessments to maintain the status quo. (Contains 24 references, 3 tables, and 3 handouts.) (RJM)

ED 438 023   EA 030 293

Hausman, Charles
Curricular and Instructional Differentiation in Magnet Schools: Market Driven or Institutionally Entrenched?

Dakota; Wyoming

This final report describes activities and accomplishments of the South Dakota Deaf-Blind Project, a 4-year federally funded project designed to raise awareness of the need for early identification of children who are deaf-blind and reside on Native American reservation lands. To this end, the states of Montana, Minnesota, North Dakota, Nebraska, Wyoming, and South Dakota joined together as the Great Plans Regional Alliance. Using strategies utilized successfully on reservations in South Dakota, the member states began making connections with Native American families. A major goal of the project was to increase the number of Native American children on the deaf-blind census. Every state increased the number of Native American children on their census, and each state reported a significant increase in the number of referrals received from reservation areas. Specific activities of the project are described, and include: public service announcements using Lakota people and language; culturally based posters and brochures; videos highlighting the deaf-blind clinic and other training issues for children who are deaf-blind; the initiation of a tracking system to ensure that families crossing state borders are able to access services; and training opportunities for children who are deaf-blind and their families. Publications developed by the project are attached. (CR)

ED 438 642   EC 307 664

Jensen, Wendy M.; Klonicke, Ann S.
Assessing Social and Academic Skills of Special Education Students Using Authentic Assessments.
PUB DATE- 99
NOTE- 79p.; Master's Action Research Project, Saint Xavier University/IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Methods; *Hearing Impairments; Interpersonal Communication; *Interpersonal Competence; Intervention; *Mental Retardation; *Portfolio Assessment; Self Esteem; *Student Evaluation
IDENTIFIERS- *Authentic Assessment

This paper describes a plan for assessing academic and social growth of special education students. The targeted population consisted of six elementary students with hearing impairments and seven high school students with mental impairments. The problems of assessing special education students were documented through data collected from teacher observations and evaluations, student records and collected work samples, and input from support staff. An analysis of the probable cause data indicated that there are insufficient testing materials available to address the individual needs of the targeted population. In addition, data indicated that norm referred standardized tests do not accurately assess this population. Solution strategies suggested in current literature, combined with an analysis of the problem setting, resulted in the selection of interventions. These interventions included developing authentic assessment tools and establishing working portfolios to assess educational and social growth and development. Post intervention data indicated an increase in academic and social growth. Tangible evidence of this was apparent in students' portfolios. Students took ownership in their learning and discovered alternate methods to assess their achievements, resulting in a higher self-esteem and a more

IDENTIFIERS- *North Dakota

This final report summarizes the activities of the North Dakota Deaf-Blind Services program, a 4-year federally funded project to ensure exemplary programs and services for children and youth with dual sensory impairments (DSI) throughout North Dakota. These priorities were met through the systematic identification of children with deaf-blindness, and the collaborative efforts of project staff and agencies. Comprehensive training and support were provided to families and educators who are involved with children and youth with deaf-blindness across the state. Technical assistance was provided by collaborating with local and statewide advisory and early intervention committees, conducting annual needs assessments, using a statewide technical assistance team, supporting an extensive media center, and training families and educators using a variety of formats. Training and media products were developed, and information about resources and best practice were disseminated through a quarterly newsletter. The major emphasis of the grant was to build local capacity through training, mentorship, resource dissemination, and on-site, student-specific technical assistance. Assistance was generally provided to public and private agency personnel. However, support to families and teachers of people with deaf-blindness was also a priority. The report discusses the project's accomplishments, changes, impact, and products. (CR)

ED 438 661 EC 307 683

Winton, Pamela J.; Catlett, Camille
SIFT-OUT: Training for Systems Change in Early Intervention. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Higher Education; Infants; *Inservice Teacher Education; *Interdisciplinary Approach; Knowledge Base for Teaching; *Preservice Teacher Education; Professional Development; Program Evaluation; School Community Relationship; Toddlers; Young Children
IDENTIFIERS- Idaho; Indiana; New Mexico; North Carolina; Ohio; Texas

This report summarizes the activities of the SIFT-OUT program, a federally funded project designed to prepare teams of university faculty, family members, practitioners, and agency representatives from six states, to serve as leaders in providing early intervention training in their states. A total of 166 state-level early intervention leaders with personnel preparation responsibilities and 92 interdisciplinary team members from Idaho, New Mexico, Texas, Indiana, Ohio, and North Carolina participated directly in SIFT-OUT activities. Documented benefits of participation included: (1) statistically significant increases in faculty knowledge and skills in early intervention content and training strategies; (2) greater faculty commitment to participation in community-based inservice and technical assistance activities; (3) preservice and inservice training that is of higher quality; and (4) increased linkages among state agencies, institutions of higher education, and consumers for personnel preparation at

Market; *Needs Assessment; *Personnel Needs; Speech Language Pathology; *Speech Therapy; *Therapists
IDENTIFIERS- *Ohio; *Related Services

This report evaluates the availability of speech-language pathologists, audiologists, physical therapists, and occupational therapists to provide federally required services to students with disabilities in Ohio schools. Findings include the following: (1) while there is a general shortage of therapists, schools tend to have more difficulty filling openings than do employers in health care settings; (2) students and existing therapists in the schools are negatively affected when districts cannot fill open therapy positions; and (3) the primary reason schools have difficulty finding therapists is poor working conditions. The report notes, however, that current changes in the health care industry could increase the number of therapists available to work in schools. It offers several recommendations concerning: improving the school working environment; developing less burdensome methods for completing required paperwork for Medicaid reimbursement; provision of temporary licenses to professionally board-licensed speech-language pathologists while they complete state Department of Education requirements; more exposure by therapists in training to school settings; re-examination of current requirements for therapists working in schools; and examination of strategies to increase the supply of therapists in rural and large urban areas. (Contains 61 references.) (DB)

ED 438 682 EC 307 705

Langhans, Joseph J., Ed.
Florida Language, Speech and Hearing Association Journal, 1994.
PUB DATE- 94
NOTE- 51p.; Subsequent volumes entitled Florida Journal of Communication Disorders. Published annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Aphasia; Attitudes toward Disabilities; *Audiology; Children; Cochlear Implants; Credentials; Depression (Psychology); Eating Disorders; Epilepsy; Evaluation Methods; *Hearing Impairments; Interdisciplinary Approach; Intervention; *Language Impairments; Mental Disorders; Older Adults; Services; *Speech Impairments; *Speech Language Pathology; Voice Disorders
IDENTIFIERS- Florida; Muscular Dystrophy

This annual volume is an annual compilation of articles that address evaluation, treatment, efficacy, and credentialing, and a synopsis of programs that provide speech, language, hearing, and swallowing services. Featured articles include: (1) "Verification of Credentials and Privileging Review" (Kathryn W. Enchelmayer); (2) "The Efficacy of Dysphagia Intervention: A Quality Assurance Perspective" (Joy E. Gaziano and Stacie Ruben Smith); (3) "Balint's Syndrome: A Case Study of the Influence of Non-Language Deficits on Aphasia Test Performance" (Nancy Jeanne Haak and Michael A. Crary); (4) "Oculopharyngeal Muscular Dystrophy: A Case Report" (Paula A. Sullivan and others); (5) "Perception of Handicap by Hearing-Impaired Elderly and Their Significant Others: Effects of Communication Training" (Alice E. Holmes and others); (6) "Cochlear Implants" (Constance L. Cabeza and others); (7) "Post-Stroke Depression and Its Treatment: A Literature Review" (Sarah E. Williams); (8) "Phonatory Facilitation Using the Method of Lombard" (Joseph J. Langhans); (9) "Interdisciplinary Evaluation of Pediatric Feeding and Swallowing Disorders: Perspectives of effectiveness of these programs on reducing violence and drug use among students. Many small schools rely on school staff, teachers, and volunteers to provide supervision and security during school hours. Few California schools have brought together the key elements of students, parents, and civic and public officials to formulate a community response to school violence. While there are nearly 13,000 part-time and full-time school district personnel providing security in California K-12 schools, few are trained or certified in these types of jobs. By contrast, the state's largest school districts have their own police forces. Only 10 percent of medium-sized districts and fewer smaller districts have a dedicated school police force. A substantial number of school districts have agreements and contracts with municipal police or local law enforcement agencies. An appendix provides the survey questionnaire. (GR)

ED 438 705   EF 005 675

Daar, Sheila; Drlik, Tanya; Olkowski, Helga; Olkowski, William
IPM for Schools: A How-To Manual.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Elementary Secondary Education; Guides; *Program Development; *Program Implementation; *Public Schools
IDENTIFIERS- *Integrated Pest Management

This report presents guidelines for developing an Integrated Pest Management (IPM) approach for educational facilities, and discusses the unique opportunities an IPM program can provide in the school science curriculum. This includes the hands-on experience IPM affords to students in the areas of biology, ecology, and least-toxic management of pests. Chapters 1 through 4 provide a full discussion of IPM concepts pertaining to schools. The chapters are written principally for school board members, administrators, principals, facility managers, and parents who are working to establish IPM policies, pest control contract guidelines, and other administrative systems designed to institutionalize an IPM program. Chapters 5 through 19, written for pest control personnel and others who may be involved in the school's pest control management, cover IPM strategies for 14 of the most common pests or problem sites in U.S. schools. Appendices include a listing of IPM-related curricula; a step-by-step guide for implementing a school IMP program, including a discussion of the psychological and institutional barriers to IPM; sample monitoring forms; ways to collect and preserve specimens for identification; pesticide information resources; a head lice information packet for schools; and an inspection checklist for detecting structural decay and structural pest damage. References follow each chapter. (GR)

ED 438 706   FL 024 533

Altan, Mustafa Zulkuf
The Culture of the English Language Teacher in an EFL Context.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

diverse schools. Preliminary findings include the following: teachers need long-term professional development to understand standards and their implications for teaching English language learners, and they need the necessary time to explore attitudes about language, culture, and race that might influence their teaching, as well as explore new ideas and connect them to classroom practice; teachers need the skills and capacity to build useful and trusting relationships among English-as-a-Second-Language, bilingual, and English language arts teachers, and among insiders at the local level and outsiders from the Lab at Brown staff; and district and school development policies must conceive and implement policies that support coherent and integrated professional development. (Contains 26 references.) (KFT)

ED 438 724 FL 026 162

James, Dorothy
The Impact on Higher Education of Standards for Foreign Language Learning: Preparing for the 21st Century. ACTFL White Paper.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Articulation (Education); Elementary Secondary Education; Grammar; Higher Education; Language Proficiency; Literature; National Standards; Second Language Instruction; *Second Language Learning; Teaching Methods
IDENTIFIERS- *National Standards for Foreign Language Learning

The emergence of uniform standards for foreign language learning at the elementary and secondary level will soon substantially affect the teaching and learning of foreign languages at the post-secondary level. This groundswell for some sort of standard pre-dates the establishment of the standards themselves. It has become common for students who have years of foreign language coursework in high school to still have to begin in college at the introductory level. There is growing pressure for high schools and colleges to cooperate in order to place some students directly into intermediate or higher level university courses directly from high school. Rather than resist the standards movement that has been so widely embraced for pre-college level education, it is better by far to consider why the standards have struck such a responsive chord among K-12 educators and parents, and to work with these people to interweave the curricula at all levels in ways that make sense for the diverse body of students. Conflicts between the sensibilities of the "proficiency" people in the K-12 community and the "literary" people at the university level need to be addressed, as well as the concerns about grammar that university level instructors have about entering college students. The root of the problem is that the university curriculum has not changed, remaining relatively literature-focused and academic, while the pre-college method of instruction has become much more practice and activity oriented. The two need to come closer together and accept the links between these different but complementary approaches. (KFT)

ED 438 725 FL 026 163

Opportunities; *Graduate Study; Higher Education; Interviews; Nondiscriminatory Education; *Personal Narratives; *Sex Bias; Sex Discrimination; Sex Stereotypes; *Womens Education

This qualitative study provides a detailed account of the experiences of nine female doctoral students through an analysis of their personal narratives. The nine students, attending two large Midwestern public universities, volunteered to share personal narratives; all were working toward doctorates in various fields and were at various stages in their programs. The women spoke at length about educational barriers they faced (those of culture, status, and gender), and their responses to these barriers; but they also acknowledged the support received from educational advocates (friends, colleagues, family members, and teachers) who recognized and encouraged their academic abilities. Cultural barriers occurred when the belief system or practices of a country or institution limited the women's education and professional pursuits; status barriers occurred when an individual with a recognized higher status interfered with a women's educational pursuit; six of the women also reported negative gender experiences. The women's responses to these barriers included: resistance, expressed by avoidance, confrontation, and/or perseverance; creating supportive collegial environments; participating in departmental activities; and stressing the importance of education to their own students as a way of re-creating support they had received from their advocates. In conclusion, the paper asks whether existing barriers for women seeking academic careers can be identified and eliminated. (Contains 22 references.) (CH)

ED 438 744 HE 032 639

Wynn, Evelyn Shepherd
An Annotated Bibliography of Selected Research on Collaborative Writing.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- College Freshmen; *Cooperation; Higher Education; Writing Achievement; *Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Research; Writing Skills; *Writing Teachers
IDENTIFIERS- *Collaborative Writing

This annotated bibliography is intended to help teachers of composition improve writing quality of entering college students. The main body of the report is preceded by a brief summary of sources for faculty interested in examining the causes attributed to the decline in college students' writing skills, including: "National Assessment and the Teaching of English" (Mellon 1975); "The National Reform of Education" (Ornstein 1992); "Score Decline" (Cameron and Guralnick 1997); and, "SAT Scores and Writing Skills" (Gossage 1978). Sources for understanding theoretical and historical underpinnings of collaborative learning include "The Good, the Bad, and the Ugly: The Many Faces of Constructivism" (Phillips 1995); "Collaborative Writing Interactions in One Ninth-Grade Classroom" (Dale 1994); "Strategies of Collaborative Writing and Intellectual Enrichment" (Haber 1994); and "Learning Together and Alone" (Johnson 1991). The major portion of the of procrastination, childhood conditions contributing to procrastination, and academic procrastination. Six styles of academic procrastination are described: the Perfectionist, who does not want anything less than perfect; the Dreamer, those who want life to be easy and pleasant; the Worrier, who fears risk; the Defier, who rebels against rules; the Crisis-maker, who looks for an adrenaline rush by doing a task at the last minute; and the Overdoer, who agrees to undertake too much but cannot make choices and establish priorities. In the second section of the paper student perspectives are examined; five full-time college students were interviewed and given a self-assessment quiz that measures procrastination styles students identify with. Suggestions for overcoming academic procrastination are also offered. A third section of the study focuses on educators' perspectives. One college professor is interviewed on the perceived effectiveness of methods used to help students keep on track, and various teacher-implemented motivation methods are evaluated. Appended are student and professor interview questions and transcripts. (Contains 23 references.) (RH)

ED 438 784   HE 032 786

Gaff, Jerry G.; Pruitt-Logan, Anne S.; Weibl, Richard A.
Building the Faculty We Need: Colleges and Universities Working Together.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 100p.; Prepared with participants in the Preparing Future Faculty Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affiliated Schools; Beginning Teacher Induction; Cooperative Programs; *Doctoral Programs; Faculty Development; Graduate School Faculty; *Graduate Students; *Graduate Study; Higher Education; Mentors; Organizational Change; *Partnerships in Education; Teacher Education; Teaching Experience

This monograph discusses the Preparing Future Faculty (PFF) program, a new vision of doctoral education that seeks to broaden the traditional preparation of students who become faculty members. Chapter 1 reviews the four phases of the program, beginning with phase 1 (1993-96) to phase 4 (1999-2002). The program involves a group of cooperating colleges and universities that prepare faculty not only for research but also for teaching and service to the department and the campus. Chapter 2 details three critical elements of the programs: formation of clusters of new institutional partnerships; new forms of mentoring; and the centrality of faculty, both at the doctoral university and at partner institutions. Chapter 3 describes graduate student experiences with PFF programs, and offers results of surveys and reports from alumni on the effectiveness of the programs in the job market. Problems of participation in the programs, chiefly with time required and logistics, are also covered. Chapter 4 discusses future challenges, including sustaining the clusters, promoting inclusiveness, and changing the culture of faculty preparation. Chapter 5 suggests the program as a strategy for organizational change and offers some action recommendations. Appended are lists of participating institutions, as well as related readings and resources. (Contains 48 references.) (RH) (closed/open and predictable/unpredictable) on a Web user's choice of search strategy in the initial stage of a search. Search strategies considered include direct address, subject directory, and search engine. Objectives were to determine the adaptiveness of Web users in choosing an initial strategy in searching the Web based on type of question, strategies they used in the initial stages of the search, and the relationship between perception of level of difficulty of the question and question-related variables. Subjects 54 Finnish and American adult students averaging about 2.5 years of Web searching. Data were gathered via a questionnaire asking for decisions about 16 questions of 4 types: closed/predictable source; closed/unpredictable source; open/predictable source; and open/unpredictable source. Participants not only indicated a fairly high degree of familiarity with their initial search options and used multiple search strategies, but also said they were influenced in their choice of an initial search strategy by question-related variables. Choice of initial search strategy varied significantly across types of questions. The participants seemed to be matching the capabilities of the search strategies with the requirements of the question. They agreed to a large extent on the level of difficulty they attached to each question, and level of difficulty was closely related to type of question. (Author/MES)

ED 438 785 IR 019 910

Beck, Ingrid
Building Preservation Knowledge in Brazil.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Cooperative Programs; Foreign Countries; Information Dissemination; Information Networks; International Cooperation; Library Collections; *Preservation; Prevention
IDENTIFIERS- *Brazil; Portuguese (Brazilian)

The project to translate into Portuguese and disseminate preservation knowledge was part of a broader partnership between the Council on Library and Information Resources, which incorporates the former Commission on Preservation and Access, and a consortium of Brazilian archival, library, and museum institutions. The partnership was intended to serve as an information network for preventative conservation for all Brazilian institutions with collections on paper and film and in digital form. This included federal, state, and municipal institutions; public and private museums; universities; and local cultural institutions and foundations. Following the project's successful first phase in 1998, it received the highest cultural heritage award presented by Brazil's Ministry of Culture. This report gives an overview of the project that discusses the origins, organization and funding, objectives, and results. It then outlines "The Blueprint Phases One: 1996-1997" which discusses the documentation in Portuguese, institutional database, core workshops, and regional workshops. "The Blueprint, Phase Two: 1998-1999" discusses new workshops, survey, Web site launch, and publications. Lessons learned and recommendations are also outlined. Appendices include the translated titles, institutional database questionnaire, and contact information for collaborative institutions and workgroup members. (AEF)

Basing Intranet Design on the Organizational Information Environment and User Information Behaviour.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior; Computer Mediated Communication; *Computer Networks; *Computer System Design; Design Preferences; Foreign Countries; Graduate Study; Higher Education; *Information Networks; Organizational Communication; Organizations (Groups); User Needs (Information)
IDENTIFIERS- *Intranets

This paper explores the viability of a new approach to intranet design, one that is based on an understanding of the organizational information environment and user information behavior. The approach was used by 11 project teams of graduate students to develop intranet designs for local organizations. The workbooks used by the project teams were analyzed to identify the components of the approach that were more frequently utilized in the creation of value-added processes. Suggestions for future avenues are offered based on the findings of the study. (Author)

ED 438 807 IR 019 983

Ely, Donald P.
The Field of Educational Technology: Update 2000. A Dozen Frequently Asked Questions. ERIC Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Technology; Higher Education; *Information Sources; Instructional Design; Instructional Development; Professional Associations; Professional Education; *Publications
IDENTIFIERS- Educational Technologists; ERIC Digests; Pathfinders

The purpose of this digest is to provide background information and sources that help to understand the concept of educational technology and to serve as a pathfinder to relevant and timely publications that view the field from a variety of perspectives. The following frequently asked questions are addressed: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (MES)

ED 438 808 IR 020 281

Morgan, Nancy A.; Sprague, Carolyn
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups,

Baldwin, David A.; Wilkinson, Frances C.; Barkley, Daniel C.
Effective Management of Student Employment: Organizing for
Student Employment in Academic Libraries.
PUB DATE- 00
NOTE- 334p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Federal Aid; Higher Education; Job Training; Library Administration; *Library Personnel; *Personnel Management; *Student Employment; Student Financial Aid; Student Role; *Supervision; Supervisory Methods

This book is designed to provide a foundation in the principles of supervision and to serve as a handbook for the day-to-day problems that arise in supervising student employees in academic libraries. Chapters 1-3 describe the role of student employees in the academic library, the role of the student employee supervisor, and basic principles of supervision. Chapter 4 describes how to organize for student employment; it includes student job descriptions and explains why they are needed. Because federal student financial aid is an important part of student employment, information is provided on various federal aid programs in chapter 5. Chapter 6 deals with the hiring of student employees. A thorough discussion of student employee compensation is found in chapter 7. Orientation and training of student employees are discussed in chapter 8 and supervision techniques are described in chapter 9. Chapter 10 provides suggestions for resolving the most common problems encountered by supervisors. Performance appraisal is covered in chapter 11, and employee/employer rights are described in chapter 12. Chapter 13 deals with corrective discipline and termination procedures. The final chapter provides answers to questions commonly asked by new student employee supervisors. Contains a glossary of financial aid terms and acronyms, and an index along with three figures, 5 tables and two testing instruments. (MES)

ED 438 829 IR 057 654

McElmeel, Sharron L., Ed.
ShopTalk: Ideas for Elementary School Librarians & Technology
Specialists. Second Edition. Professional Growth Series.
PUB DATE- 00
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; Display Aids; *Educational Technology; Elementary Education; Information Technology; Learning Resources Centers; Librarians; Library Administration; *Library Instruction; *Library Services; Library Skills; Media Specialists; Public Relations; *School Libraries
IDENTIFIERS- *Technology Integration

This book is a compilation of over 400 hints and ideas written by practicing school library media and technology specialists. Ideas are drawn from the "ShopTalk" column in "Library Talk: The Magazine for Elementary School Library Media and Technology Specialists." The book is organized in the following eight law and medical libraries (814 staff members reported by 69 medical libraries and 660 staff members reported by 72 law libraries). For the ten nonuniversity ARL members, data were reported for 3,737 professional staff members. The tables are organized in seven major sections: (1) salary figures for all professionals working in ARL members libraries, including law and medical library data; (2) salary information for the ten nonuniversity research libraries of ARL; (3) data for the general library system of the university ARL members, combining U.S. and Canadian data but excluding law and medical library data; (4) data on U.S. ARL university library members, excluding law and medical library data; (5) data on Canadian ARL university libraries in Canadian dollars, excluding law and medical library data; (6) data on medical libraries, combining U.S. and Canadian data; and (7) data on law libraries, combining U.S. and Canadian data. Copies of the questionnaires for university and nonuniversity libraries are included, and a list of ARL member libraries is appended. (Contains 48 data tables.) (MES)

ED 438 849   IR 057 794

Van Orden, Phyllis
Selecting Books for the Elementary School Library Media Center: A Complete Guide.
PUB DATE- 00
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; *Childrens Literature; Elementary Education; Evaluation Criteria; *Learning Resources Centers; *Library Collection Development; *Library Material Selection; Library Materials; Reference Materials; *School Libraries; *Selection Tools
IDENTIFIERS- Multicultural Materials

This book focuses on the selection of books in an elementary school and on the resources designed to help in that process. Resources that support other aspects of collection development are identified, along with a number of established surveys of children's literature that discuss specific titles. The following chapters are included: (1) "Understanding the Selection Process" is an overview of the range of activities involved; (2) "Establishing and Applying General Selection Criteria" describes criteria that are valid for evaluating all genres; (3) "Selecting Books that Reflect Our Diverse World" addresses criteria related to multicultural and international aspects of the books; (4) "Using Selection Tools" describes the major guides and the review media one can consult in the selection decision process; (5) "Selecting Picture Books," examines the role that illustrations play in picture books, including artistic elements, factors of composition and choice of medium, and criteria related to illustrations; (6) "Selecting Fiction"; (7) "Selecting Genre Fiction"; (8) "Selecting Folk Literature"; (9) "Selecting Rhymes and Poetry"; (10) "Selecting Information Books"; (11) "Applying Criteria for Particular Subjects" shows how to apply the appropriate selection standards for biographies, books about the visual arts, how-to-do-it books, and books in science and technology, social sciences, and mathematics; (12) "Selecting Reference Books"; and (13) "Selecting Professional Books." Includes a

Dammer, Linda
An Analysis of the California Community Colleges Library Space Standards with Proposed Revisions to the California Code of Regulations, Title 5.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Community Colleges; *Library Development; *Library Facilities; Library Planning; Library Services; *Library Standards; Library Surveys; Quality Control; *Space Utilization; *State Colleges; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document serves as a "talking paper" for the Consultation Task Force for Library Space Standards. The current required formulae for planning library and learning resource facilities for community colleges in California are found in the California Code of Regulations (CCR), Title 5, Section 57030, "Library Space." This section has been in place since before 1974. This report, which raises issues that are not adequately addressed by the current formulae, contains the following sections: (1) Background; (2) Summary of Issues with Current Standards; (3) Goals for Community College Library/Learning Resource Center Projects; (4) Converting Day Graded Enrollment (DGE) to Full Time Equivalent Enrollment Student (FTES): Demographics of California Community College Students; (5) Stack Space; (6) Staff Space; (7) Reader Station Space; (8) Total Space; (9) Audio-Visual and Programmed Instruction Activities; and (10) Proposed Revision of CCR, Title 5, Section 57030. Library Space. The proposed revisions do not address all of the deficiencies in the current guidelines. In some areas, the final allocations have moved further away from the minimum standards, but in general, the task force chose improvement in quality, flexibility at the local level, and accessibility over quantitative guidelines. (VWC)

ED 438 870   JC 000 209

Petrowsky, Michael C.
A Survey of Faculty and Administrator Emeritus Programs at Community Colleges: Eligibility, Coverage, and Benefits.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aging in Academia; *Community Colleges; Educational Planning; Educational Policy; *Educational Practices; Personnel Policy; *Policy Formation; Program Effectiveness; Program Evaluation; Retirement; *Retirement Benefits; *Teacher Retirement; Two Year Colleges

This report discusses the results of a survey that examined the emeritus status of faculty and administrators at 24 community colleges across the country, with particular reference to such issues as emeritus eligibility, benefits, and coverage. It discusses the definition of emeritus in the second section. In the third segment, the rationale of the study is discussed with particular reference to the current personnel practices of the Maricopa County Community College District. The fourth section provides a brief commentary on the method and scope behind the survey material. The fifth part begins a review of the survey the community college and its future success. Chapter 1, "Our Present, Your Future" (Marguerite M. Culp), describes the current reality in community colleges, discussing challenges and offering projections for the future that student services administrators in both two- and four-year colleges can use to organize professional practice. Chapter 2, "The Student Success Imperative" (Steven R. Helfgot), emphasizes the need to organize professional practice, describing the Student Success Imperative, noting the failure of some major professional initiatives to acknowledge the nontraditional college student. Chapter 3, "Translating Theory to Practice" (Linda Reisser), examines the role of theory in working with nontraditional students, translating it into everyday practice. Chapter 4, "Infiltrating Academe" (Marguerite M. Culp), discusses the inter-relatedness between student affairs and academic affairs. Chapter 5, "Nests for Dreams, Backdrops for Visions: Making a Difference with Students" (Jack J. Becherer and Janne Hoekstra Becherer), offers examples of successful community college programs. Chapter 6, "Tools for Tomorrow: Re-envisioning the Student Body" (Steven R. Helfgot), introduces a series of short essays on the tools that will be required for successful student affairs practice into the new century. (Each chapter contains references.) (YKH)

ED 438 089   PS 025 796

Barbell, Kathy
Foster Care Today. A Briefing Paper.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; *Child Welfare;
  Family Involvement; *Family Needs; Family Problems; *Foster
  Care; Foster Children; Foster Family; Youth Problems
IDENTIFIERS- Family Preservation Services; Family Support;
  Historical Background; *Systemic Change

This paper addresses the current status of foster care, how the system got that way, and the characteristics of a reconceptualized foster care system that will be responsive to today's social conditions as an integral part of broad child welfare reform. The paper begins by discussing four factors that have contributed to the dramatic increase in the number of children in foster care: (1) more reports of child abuse and neglect; (2) increasing rates of re-entry into foster care; (3) increased time that children spend in care; and (4) the impact of other service systems on the number of children and young people served by the foster care system. It goes on to explain that, in addition to the problem of increasing numbers, are the problems of emotional/behavioral disturbances, substance abuse, HIV/AIDS, medically fragile and physically handicapped children, more infants and young children, more children and youth of color, and the changing nature of foster placements, such as kinship foster care. It then explores the historical roots of the foster care system, including the issues of poverty, homelessness, alcohol and other drug abuse, HIV/AIDS, and adolescent pregnancy and parenting. The paper asserts that the system must address several critical needs: (1) the children in care with their health, mental health, and developmental and educational needs; (2) the biological families with whom the system is working; (3) an adequate number of qualified foster parents; and (4) a highly skilled staff. The paper concludes by discussing a reconceptualization of involvement in a regional partnership has grown; most Arizonans are satisfied with the overall quality of public schools, but are least satisfied with those aspects of education that relate more closely to STW, and are in favor of changes in public schools that support STW outcomes; and many Arizonans are skeptical that STW "can work." Clear majorities of Arizonans support STW on every indicator of support measured, including the following: willingness to pay taxes to support STW; willingness to vote for pro-STW elected officials; identification of STW participation as "very important" in the lives of students; indication that one would change schools to allow a child to participate in STW; and support to include STW in the state's budget. (YLB)

ED 438 402   CE 079 686

Larson, Elizabeth Hunt; Vandegrift, Judith A.
Seventh Grade Students' Perceptions of Career Awareness and Exploration Activities in Arizona Schools: Three-Year Trends and 1999 Results. Arizona School to Work Briefing Paper #18.
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 00
NOTE- 5p.; For other documents on the School to Work Initiative, see CE 079 685-687.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Awareness; Career Education; *Career Exploration; Comparative Analysis; *Education Work Relationship; Grade 7; Junior High Schools; Student Attitudes; *Student Participation; *Vocational Interests
IDENTIFIERS- *Arizona; Impact Studies

Arizona seventh-grade students were polled in 1997, 1998, and 1999, to determine the extent of their participation in career awareness and exploration activities, the impact that the activities have had, and how they were delivered. Survey results provided evidence of systemic change in the regional school-to-work (STW) partnerships. Further, data suggested that the way career awareness activities are delivered makes a difference in their effectiveness. The comparative survey conducted in 1999 supported the contention that STW students differed from their classmates and that STW made a difference for students. The regional analysis compared randomly selected classrooms over 3 years. Changes between 1997 and 1999 were measured in participation metrics and the role of adult mentors. The relative share of students who had at least some idea of their career interests was consistently high (86.8 percent). The mean number of STW activities per pupil increased significantly and the share of students participating in five types of activities rose. A key finding supported over the 3-year period was that students who participated in a variety of activities were better able to identify their career interests. The role of adult mentors intensified. The share of students who talked to adults about careers, and who discussed careers with a counselor, increased significantly between 1997-99. (YLB)

ED 438 403   CE 079 687

Larson, Elizabeth Hunt; Vandegrift, Judith A.
Tenth Grade Students' Perceptions of Career Preparation and Work Experience in Arizona Schools: Three-Year Trends and 1999 Results. Arizona School to Work Briefing Paper #19.
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 00

of Tech Prep models and approaches in urban, suburban, and rural locations across the United States. Data were collected from the following sources: field visits; follow-up survey of Tech Prep participants and nonparticipants; nearly 2,000 student transcripts; more than 300 interviews with teachers, counselors, parents, and employers at 60 high schools and 10 community and four-year colleges; interviews with 150 secondary and postsecondary students; and follow-up study of 4,700 students from the 8 consortia. The following were among the study's main conclusions: (1) Tech Prep and School-To-Work (STW) have formed productive bonds in some local tech prep consortia; (2) enrollment increases of Tech Prep students as a portion of the total high school enrollment of 60-250% were found in all consortia; and (3) more than 70% of tech prep participants responding to the follow-up survey had enrolled in some form of postsecondary education (including a substantial number who had enrolled in four-year institutions). (Contains 53 references. The following items are appended: sampling procedures; follow-up survey; survey procedures; transcript analysis processing and coding procedures; and math and vocational-technical courses by category, level, secondary school taxonomy code, and typical course title.) (MN)

ED 438 421 CE 079 710

Guarino, Cassandra M.; Brewer, Dominic J.; Hove, Anders W.
Who's Teaching, and Who Will Teach, Vocational Education?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Comparative Analysis; Data Analysis; Databases; Decision Making; Educational Attainment; Educational Trends; Employment Opportunities; Employment Patterns; Enrollment; Enrollment Trends; Futures (of Society); Information Needs; *Labor Market; Literature Reviews; Models; National Surveys; Public Schools; Research Needs; Salary Wage Differentials; Secondary Education; Sex Differences; State Surveys; Tables (Data); *Teacher Characteristics; Teacher Salaries; *Teacher Shortage; *Teacher Supply and Demand; Teaching Experience; Trend Analysis; *Vocational Education; *Vocational Education Teachers; Work Experience
IDENTIFIERS- New York; Schools and Staffing Survey (NCES); Texas; *United States

Data from the Schools and Staffing Survey, and from New York and Texas, were analyzed in 1999 to identify prevailing trends in the vocational education (VE) teacher labor market. The data, all secondary sources, were analyzed by using a set of indicators for detecting shortage or surplus conditions, and a set of guidelines for developing behavioral models to explain labor supply choices on the part of individuals, and labor demand choices on the part of educational agencies. Among the main findings of the analysis were the following: (1) both the absolute size of the VE teaching force, and its size relative to the total teaching force, appear to have declined since the early 1980s; (2) although VE teachers tended to be evenly split between men and women, a great deal of occupational segregation existed across subfields; (3) compared with nonvocational teachers, VE teachers tended to be significantly older and have lower levels of educational attainment; and (5) existing data fail to capture the information needed to determine whether raising; joint delivery; joint/reciprocal training and quality standards; policy issues; and research. Among those recommendations were the following: (1) the importance of developing and fostering personal capability (including career and financial management) should be promoted among the public at large; (2) at both the school and postschool levels, more attention should be paid to the interface between career education and personal finance education; and (3) relevant government departments should initiate enquiry to identify ways of addressing the relationship between the career and financial guidance needs of low- and middle-income groups and identify ways employers, unions, and community services can meet those needs. (MN)

ED 438 439 CE 079 745

Buck, Maria L.
Building a Firm Foundation: Recommendations for New York City's Job Training System. P/PV Briefs.
SPONS. AGENCY- New York City Dept. of Employment, NY.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Dislocated Workers; *Employment Programs; Entry Workers; Federal Programs; *Job Placement; *Job Training; Labor Force Development; Program Effectiveness; Program Improvement; Reentry Workers
IDENTIFIERS- *Job Training Partnership Act 1982; *New York (New York)

This report describes the performance of New York City's Job Training Partnership Act (JTPA) adult training providers. It discusses challenges currently faced by providers, and recommends strategies for improving the performance of the city's employment and training system, including those arising from the implementation of the Workforce Investment Act. Data for the evaluation of the providers were gathered through visits to, and records from, 53 training providers serving about 5,300 participants, and from 6 organizations running testing and placement centers serving another 8,000 participants. The evaluation found that, although many providers met their contractual standards, their performance varied widely, with placement rates ranging from 50 percent to more than 83 percent. Most contractors met their wage-placement goals. Challenges facing the programs include staff recruitment and burnout, communication between providers and New York City's Department of Employment, performance-based contracting, performance standards, collecting performance data, lack of development of training programs for new industries, and conflicts with other programs. Recommendations for program improvement included the following nine changes: (1) aligning local performance standards with national goals; (2) gathering timely information; (3) weeding out poor performers; (4) providing staff development; (5) creating a loan fund to meet short-term cash needs; (6) analyzing local labor market trends; (7) offering multiple points of entry; (8) expanding postplacement services; and (9) collaboration between these providers and one-stop operators. (KC)

ED 438 440 CE 079 747

Belcher, Gregory G.; Frisbee, Robert L.
Factors That Influence Students To Attend Four-Year Automotive

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Change; Educational Change; *Employment Patterns; Foreign Countries; *Job Development; Job Training; Labor Economics; *Labor Market; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education; Welfare Services
IDENTIFIERS- *Hungary

Most deficiencies of the Hungarian labor market emerge from a combination of the transition crisis and special features of the economy or transition process. The most crucial labor market problem is low employment. Negative impacts are high taxation and social security contributions; reduced investment, job creation, and economic growth; and people driven from the labor market who seek jobs in the black economy. While the unemployment rate has steadily decreased, employment has not increased significantly. Neither the structure of labor market policy nor its delivery system are effective in handling the problem of long-term unemployment. The most backward regions--the northeast, southwest and eastern border--are characterized by a disadvantageous industrial structure; low-quality infrastructure; lower average educational background; large Romany population; and less success in attracting investment. The tendency for students to enter vocational secondary schools rather than apprenticeship schools gives them a better chance to find jobs or continue education, but the curriculum cannot follow changes in the occupational structure of labor demand fast enough. A striking development is the increasing wage gap between the private and public sectors. (Appendixes include: additional tables and characteristics of the education system. Contain 37 references.) (YLB)

ED 438 458 CE 079 779

Gruzevskis, Boguslavas; Beleckiene, Giedre
Background Study on Employment and Labour Market in Lithuania.
PUB DATE- 99
NOTE- 95p.; For background studies of other countries, see CE 079 775-780.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Change; Educational Change; *Employment Patterns; Foreign Countries; *Job Development; Job Training; Labor Economics; *Labor Market; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education; Welfare Services
IDENTIFIERS- *Lithuania

Transition to a market economy in Lithuania has changed the labor market significantly. The employment rate has decreased in all age groups and resulted in increased productivity of labor. Employment in the private sector and self employment have increased considerably. The share of those employed in agriculture has increased. The worst employment situation is in territories with large rural areas, where employment has decreased and unemployment has risen. Youth unemployment is a major problem. The share of unemployed individuals with professions not in demand is growing. Specialists in new professions or with advanced vocational skills are in great demand. The majority of the unemployed have no professional qualifications. Analysis of the links between vocational education and training and the labor market reveals difficulties such as the following four problems: (1) the courses offered do not correspond to labor demand; (2) employers are very often dissatisfied with the training survey-based study of feedback in nine 5-day management development training courses in a United Kingdom government agency. The courses followed a highly standardized curriculum and delivery process. Although the courses were primarily instructor-and theory-centered, they also included some role plays, case studies, and action planning. On the final day of training, questionnaires on the following feedback-related issues were distributed to the instructors and participants: information sources; individual antecedents of feedback seeking; contextual antecedents related to instructor behavior and training design; and outcomes of feedback seeking. Nine instructors (100%) and 98 participants (more than 95%) completed questionnaires. According to the completed questionnaires, participants sought information about their performance frequently and from a variety of sources. Instructors were the primary source of feedback in terms of amount and frequency of feedback sought and its perceived usefulness. Nevertheless, instructors tended to overestimate the importance of the feedback they provided. The amount of feedback sought was related to judgments of relevance of the training and the teaching styles used by instructors. Feedback seeking was determined to be important in the process of management development training. (Contains 30 references.) (MN)

ED 438 477 CE 079 829

Kuchinke, K. Peter
Philosophical Foundations of Human Resource Development.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Definitions; *Educational Philosophy; Educational Theories; Employer Employee Relationship; Human Resources; Humanism; Job Training; *Labor Force Development; Problem Solving; Self Actualization; *Theory Practice Relationship

Three alternative views of adult development can serve to distinguish competing schools of thought regarding the research, theory, and practice of human resource development (HRD). These views are as follows: (1) the person-centered view, which aims at self-realization of the individual and is grounded in humanistic psychology and liberalism; (2) the production-centered view, which focuses on organizational goals and is based on behaviorism and libertarianism; and (3) the view that defines development as principled problem solving and is grounded in cognitive psychology, progressivism, and pragmatism. Approaches to HRD based on each view have their own strengths and potential shortcomings. From a practical standpoint, understanding the premises and potential benefits and shortcomings of each approach can enable HRD professionals to make more informed choices. For example, an HRD professional faced with lagging work performance in an organization might approach the issue in the following three different ways, depending on the perspective adopted: (1) proposing to post top performers' names and hold monthly award ceremonies (person-centered approach); (2) proposing switching to a piece rate or pay-for-performance system (performance-centered approach); and (3) proposing an open-book management strategy where employers project, the researchers found that most schools claimed to provide drug education, and that this provision varied across the pupil year groups. The main framework for Scottish school-based drug education is an evolution of the "life-skills" approach. Data are included on pupils and tobacco and alcohol, pupils and illegal drug use, characteristics of pupils who misuse illegal drugs, pupils' reasons for using drugs, and pupils' attitudes to illegal drugs. The report also contains findings related to pupils' views on their drug education, factors influencing the effectiveness of drug education, and points for consideration concerning drug education in Scotland. The report highlights the theme of school-based education and how it can play an important role in influencing young people's drug behaviors and attitudes. (GC)

ED 438 496 CG 029 787

Partnerships: National Association of School Psychologists Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; *Elementary Secondary Education; *National Organizations; *Professional Associations; *School Psychologists
IDENTIFIERS- National Association of School Psychologists

The National Association of School Psychologists (NASP) represents 21,500 school psychologists and related professionals throughout the United States and abroad, from first-year graduate students to doctoral-level researchers and practitioners. Although most members work directly with students in schools, NASP members are also supervisors, administrators, trainers, researchers, counselors, and consultants serving all ages of children and youth. Amid a broad review of the profession, an important theme of this report is partnership and the many ways NASP and its members work side-by-side with parents, teachers, the community, government, and other organizations. Topics covered include: (1) "Messages from the NASP Presidents"; (2) "NASP Partnerships with Government Agencies"; (3) "NASP Partnerships with Allied Organizations"; (4) "NASP Partnerships with Families, Schools and Communities"; (5) "NASP Partnerships with School Psychologists"; (6) "NASP Financial Highlights"; and (7) "1999-2000 Officers and Directors." (GCP)

ED 438 497 CG 029 788

Trail, Dena G., Ed.
How To Get through the First 21 Years: A Parent Resource Guide. Third Edition.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Education; *Child Rearing; Drug Education; Elementary Secondary Education; *Health Education; Parent Child Relationship; Parent Education; *Parent Materials; Parent

motivation, self-discipline, insufficient materials, and teacher training. In order to improve reading comprehension and vocabulary development a variety of strategies and educational software were implemented. Surveys were gathered from students' parents and students themselves. End of the year tests from the 1997-98 and 1998-99 school years were used to provide data for comparison. A review of solution strategies suggested by knowledgeable others combined with the analysis of the problem setting resulted in the selection of five major categories of intervention: vocabulary games, word wall, self-selected reading baskets, parent involvement, and technology. A comparison of data from surveys revealed that an average of 40% of the targeted population improved their attitude toward reading. An analysis of the at-home reading program demonstrated that 74% of the targeted population was reading 60-100 minutes per week at home by the completion of this project. An average of 6 out of 17 students of the targeted population increased at least one reading level, as defined by running records, within their grade range. Analysis of post-test results clearly indicated that the majority of the students were now more successful in reading comprehension and vocabulary development. Teacher researchers strongly recommend the use of multiple instructional strategies and technology when teaching reading and language arts to elementary students. Appendices include a parent reading survey, a Garfield reading survey for children, vocabulary and reading logs, a collection of reading literature, and numerous suggested activities and exercises to develop kids' reading and comprehensive skills. (Contains 50 references.) (Author/RS)

ED 438 516 CS 013 881

Black, Tobey C.; Bogusz, Gayle T.; Porter, Alicia M.
Improving Reading Fluency through the Use of Multiple Reading Strategies.
PUB DATE- 99
NOTE- 128p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Reading Attitudes; *Reading Improvement; *Reading Instruction; *Reading Strategies
IDENTIFIERS- *Reading Fluency; Repeated Readings

This report describes a program for increasing reading fluency through the implementation of several reading interventions. The elementary students of the two targeted regular education classes and the one mild-moderately impaired program exhibit difficulty in reading fluently, which impedes them from becoming independent learners. Evidence for the existence of the problem includes parent and teacher observations, previous report cards, an attitude survey, and academic measures. These measures include a Developmental Phonics Test, a Curriculum Based Measurement, and an Informal Reading Inventory which assess skills of reading fluency. Analysis of probable cause data revealed that students demonstrated difficulty distinguishing between phonemes, and a general lack of understanding of word structure. Staff reported students' inabilities in decoding and fluency as well as lack of parental support. A review of solution strategies suggested by experts in the field combined with the analysis of the problem setting, resulted in the selection of several teaching interventions.

Skills; Thinking Skills
IDENTIFIERS- Mathematical Stories; *Mathematical Thinking; Response to Literature; *Writing Contexts

This book explores the ways in which fourth-grade students use story, metaphor, and language to develop mathematical thinking skills and strategies. Replete with children's stories and illustrations, the book looks at children as sense-makers, storytellers, language creators, and problem-posers. It focuses on how to create a classroom community with "no put-downs" as the first rule. The book offers ideas on using children's literature to inspire mathematical investigations and to teach mathematical concepts. Included are classroom-tested, hands-on activities in geometry and algorithms as well as directions on making tools for use in the classroom. Specifically, it gives guidelines for journal writing with sample prompts, activities that promote the understanding of mathematical vocabulary through child-generated metaphors, examples of building models about mathematical ideas, responses to children's literature, and strategies to build understanding of basic operations. The book cuts across subject-matter boundaries to offer not only practical insights but also reflective commentary on the ways in which young students learn and build both conceptual and abstract thinking. (Contains a 40-item bibliography.) (NKA)

ED 438 538 CS 216 991

Heist, Caroline
An Evaluation of Microsoft Word 97's Grammar Checker.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- ive practices. (Contains 73 references.) (RS)
academic achievement in reading and writing improved in all areas.
DESCRIPTORS- *Computer Uses in Education; *Error Correction; *Grammar; Higher Education; *Sentence Structure; *Word Processing; Writing Skills
IDENTIFIERS- *Grammar Checkers; Microsoft Word; *Style Checkers

This paper addresses the question of how grammar checkers may help or hinder students by analyzing the performance of the Microsoft Word 97's Grammar Checker at flagging and explaining errors frequently made by college students. Thousands of sentences were fed into the program. Results indicate that it caught some of the errors reliably (e.g. subject-verb agreement errors) and others at least occasionally (e.g. comma and capitalization errors). However, the program does not catch most pronoun or modifier errors, and it occasionally labels a correct sentence as an error. An indication is provided regarding the writing style settings needed to catch each type of error. Findings suggest that some students can improve their documents using Grammar Checker if their writing is relatively free of errors, and if they are willing to consult a grammar handbook occasionally. Recommendations to teachers promoting Grammar Checker include: (1) encouraging students to proofread; (2) ensuring that students have a basic understanding of sentence structure and grammar terminology; (3) explaining limitations of Grammar Checker; (4) suggesting that students select "custom" as the writing style; (5) helping students select grammar and style settings appropriate for their level of expertise; (6) encouraging students to run Grammar Checker with Help turned on; and (7) suggesting that students consult a grammar text when they do not understand information in the Help box. Contains 31 figures presenting Help boxes generated

NOTE- 249p.; Foreword by Donald H. Graves. Illustrations by Peter H. Reynolds. Chapters in the book are revised from presentations at a National Council of Teachers of English Professional Development Conference, "Inside Portfolios: Interpreting the Cultural Artifacts of Literacy" (San Jose, California, January 15-17, 1998).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Politics of Education; *Portfolio Assessment; Teacher Role; Urban Schools; Writing Apprehension; *Writing Evaluation
IDENTIFIERS- Authentic Assessment

In this book, teachers, students, administrators, and assessors all show that a carefully rendered portfolio becomes an increasingly internalized standard against which learners can assess their own growth. Essays in the book share diverse portfolio projects from across the United States and reflect the spirit and enthusiasm the authors shared as they asked questions that arose from what they learned by looking inside today's portfolios. After a foreword by Donald Graves and an introduction by Bonnie S. Sunstein and Jonathan H. Lovell, essays in the book are: (1) "Be Reflective, Be Reflexive, and Beware: Innocent Forgery for Inauthentic Assessment" (Bonnie S. Sunstein); (2) "Curatorial Collections: Cross-Curricular Design Portfolios" (Jeffrey D. Wilhelm); (3) "Getting Real: Talking to Students about Portfolios" (Thomas Stewart); (4) "When a Portfolio Keeper Is a Reluctant Writer" (Mary E. McGann); (5) "To Sit Beside: Learning to Evaluate Reading and Writing" (Susan Stires); (6) "Who's the Teacher?" (Linda Rief, Molly Finnegan, and Cinthia Gannett); (7) "Freedom and Identity: Portfolios in a Puerto Rican Writing Class" (Miriam Dempsey Page); (8) "Digging In!: Dynamics of Assessing General University Competencies by Portfolio" (Marilyn R. Barry and Yaso Thiru); (9) "Artifacts--Different Kinds of Facts: How Material Culture Shapes the Researcher Portfolio" (Elizabeth Chiseri-Strater; (10) "The Connected 'I': Portfolios and Cultural Values" (Danling Fu); (11) "From Queen of the Classroom to Jack-of-All-Trades: Talking to Teachers about the Kentucky Writing Portfolio" (Elizabeth Spalding); (12) "Identity and Reliability in Portfolio Assessment" (James D. Williams); (13) "Interpreting Teacher and Student Portfolios as Artifacts of Classroom Cultures: A Descriptive Assessment" (Julie Cheville, Sandra Murphy, Barbara Wells Price, and Terry Underwood); (14) "Latching on to Portfolios: Assessment Conversations in English Education" (Joe Potts, Ron Strahl, and Don Hohl); (15)"Portfolios and the Politics of Assessing Writing in Urban Schools" (John S. Schmit and Deborah A. Appleman); and (16) "Surveying Portfolios: Three Lenses to the Rescue" (Judith Fueyo). An afterword by Jonathan H. Lovell and Bonnie S. Sunstein concludes the book. (RS)

ED 438 560   CS 217 019

Musthafa, Bachrudin
The Eight Best Novels for Middle-Grade Teachers.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; *Middle Schools; *Novels; Reading Interests

DESCRIPTORS- College Freshmen; Comparative Analysis; Correlation; *Grade Point Average; Higher Education; *Listening Comprehension Tests; Predictive Validity; Pretests Posttests
IDENTIFIERS- *Watson Barker Listening Test

Using the Watson-Barker Listening Test Form A and Form B as pretest and posttest at the freshman level, this research attempted to determine whether the two forms of the test and the differences between pretest and posttest would be significant predictors of students' final grade point average (GPA). Each form of the test was taken by 190 students from a small private, Christian liberal arts college in the Midwest. Results indicated that, while each test form has significance against GPA scores, the correlation was not high enough to predict final GPA, and the difference between pre- and posttest had no predictive value when correlated with GPA. (Contains 3 tables of data and 9 references.) (Author/NKA)

ED 438 583 CS 510 247

Imhof, Margarete
How To Monitor Listening More Efficiently: Meta-Cognitive Strategies in Listening.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Higher Education; *Learning Strategies; *Listening Comprehension; Listening Skills; *Metacognition
IDENTIFIERS- Listening Research; *Listening Strategies; *Self Observation

Auditory information processing, or listening in oral discourse, can be carried out in various ways since its underlying goals are not per se clearly defined and depend on the listening context. A strategy is a global representation of the means of reaching a goal. The concern of the current study was placed on the strategy level rather than on the skills level. The investigation tested the efficiency of metacognitive strategies in authentic listening situations to ensure the ecological validity of the results. Using a highly structured self-observation scheme which was to be administered stepwise, the amount of intrusion by the self-observation task should be controlled. A total of 42 education students participated. During class sessions, participants were informed about listening strategies and asked to apply them in two authentic listening situations. They obtained self-observation logs which guided them through the listening situation, collecting comparative data for the perception of the listening process in the neutral and the treatment condition. Interest monitoring, asking pre-questions, and elaborate techniques were found to substantially facilitate listening. Listeners reported that they processed the material more open-mindedly and more comprehensively. They also made the point that these strategies supported allocating and sustaining attention, intensified understanding, and improved information retention. Findings suggest that the perceived qualities of auditory information processing can be enriched by strategic mental activities which are tied into the listening process. (Contains 13 tables of data and 55 references; a self-observation log is attached.) (NKA)

ED 438 584 CS 510 248

femininity/masculinity perpetuated male dominance in the superintendency, and how the superintendency became defined at the organizational level of schooling as a masculine role. It reframes the findings of several recent research studies on the superintendency, highlighting such issues as the lack of discussion by female school administrators concerning gender roles in their work, the conception that women lack ambition to rise to the superintendency, and the roles of leadership styles and power. (Contains 38 references.) (RJM)

ED 438 603   EA 030 237

Kozar, Ronald; Damask, James
Giving Choice a Chance: Cleveland and the Future of School Reform.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Educational Change; Educational Policy; *Educational Vouchers; Elementary Secondary Education; *School Choice; *Strategic Planning
IDENTIFIERS- *Cleveland Public Schools OH; *Ohio (Cleveland)

This report outlines the history and implementation of a voucher program in Cleveland, Ohio. It describes the difficulty educational reformers encounter when trying to place any public initiative on the ballot, and the importance of using the legislative process to implement a voucher system. The text describes the opposition to vouchers and how the support of the governor was essential in pushing voucher legislation through the legislature. Some of the key components of that success were: bipartisan support; a grassroots-support campaign organized by parents; the inclusion of vouchers as part of the overall budget rather than as a stand-alone bill; and the compromise in implementing the voucher system in one city rather than in the whole state. One of the unique features of the Cleveland voucher program was its inclusion of religious schools. It allocated $2,250 per student, and students below 200 percent of the poverty line qualified for the full 90 percent subsidy. Implementing the program proved challenging, and hiring an effective program administrator was essential to the program's initial success. Some of the hurdles that presented themselves were difficulties in sharing details of the program with a populace that largely did not read the newspaper, transporting students, and court challenges. (Contains 120 references and notes.) (RJM)

ED 438 604   EA 030 238

Children First: A Discussion Paper on Public School Finance and Education Reform in Ohio. Building Community through Choice.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; School District Spending; Student Costs
IDENTIFIERS- *Child Centered Education; *Ohio

This document outlines a framework for a child-centered education approach to meet the requirements of the school-funding reforms

SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council of Educational Administration (Minneapolis, Minnesota, October 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Curriculum Design; Elementary Secondary Education; Free Enterprise System; Instructional Innovation; *Magnet Schools; *Marketing; *School Choice
IDENTIFIERS- Institutionalization (of Innovations)

This paper examines market and institutional perspectives to provide a framework for exploring curricular and instructional differentiation in school choice. It reviews previous research on the relationship between school choice and curricular, and instructional differentiation and innovation, and explores the extent to which principals and teachers in two urban districts reported that curricular and instructional differentiation and innovation exist between magnet and nonmagnet schools. The article focuses on magnet schools as one type of choice strategy. It explains how most school-choice plans are heavily rooted in market theory--a set of theoretical arguments based on a series of fundamental economic assumptions about human and organizational behavior--and how a "quasi-market" theory would put more emphasis on creating a wide range of choices, rather than fostering competition between providers. Findings from the study suggest three important issues: (1) students who choose magnet schools because they are expecting different methods of instruction are not receiving such instruction; (2) the extent to which teachers describe their principal as interested in innovative ideas is unrelated to curricular and instructional innovation; and (3) magnet schools are more likely to lead to school-level--rather than classroom-level--curricular and instructional changes. (Contains 27 references, an appendix, and 3 tables.) (RJM)

ED 438 624 EA 030 264

Watt, Michael G.
The National Education Agenda, 1996-1999: Its Impact on Curriculum Reform in the States and Territories.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the Australian Curriculum Studies Association (Perth, Western Australia, Australia, September 29-October 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Curriculum Design; Curriculum Development; Curriculum Research; *Educational Change; Elementary Secondary Education; Federal Government; Foreign Countries; Government School Relationship; Instructional Innovation; National Surveys
IDENTIFIERS- *Australia

This paper examines the impact of international and national influences on curriculum reform. The reforms were first manifested in the proceedings of the Forum on National Statements and Profiles in Australian Schools and arose from the work undertaken in the states and territories to implement and review curricula based on the national statements and comprehensive understanding of each student's uniqueness. (Contains 34 references.) (Author/CR)

ED 438 643 EC 307 665

Boyer, Katherine Lynn Williams
A Qualitative Analysis of the Impact of Mentorships on New Special Educators' Decisions To Remain in the Field of Special Education.
PUB DATE- 1999
NOTE- 124p.; Ph.D. Dissertation, George Mason University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Beginning Teachers; *Disabilities; Elementary Education; Faculty Mobility; *Mentors; *Special Education Teachers; Teacher Burnout; *Teacher Collaboration; *Teacher Persistence

This dissertation conducted a study that analyzed the impact of year-long mentorships on the decisions of nine new teachers of students with autism, hearing impairments, moderate retardation, and physical disabilities, to remain in the special education field. Mentors were recommended by principals but volunteered to be part of the support program, were paid an annual stipend, and participated in a 7-session training series. All mentors were paired with a new teacher in their area of disability and in a setting equivalent to their own. Face-to-face interviews were conducted with each participant. Two of the nine teachers stated that their mentor directly affected their decision to remain in the field of special education. One teacher moved into general education where she believed she would be more effective in facilitating inclusion. Each of the other new teachers stated that her mentor was indirectly responsible for her remaining in the field. All reported that other sources of support emerged as the year went on to supplement that of the mentor, but stated the mentor remained a source of contact for objective advice, instructional expertise, and information about procedures. (Contains 46 references, and 5 appendixes, which include the forms and schedules used in the study.) (CR)

ED 438 644 EC 307 666

Proposed IDEA Regulations. Joint Hearing of the Committee on Labor and Human Resources, United States Senate, and the Committee on Education and the Workforce, House of Representatives, on Examining the Department of Education's Development of the Regulations Necessary To Implement the Individuals with Disabilities Education Act Amendments of 1997 (Public Law 105-17). One Hundred Fifth Congress, Second Session.
PUB DATE- 1998
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Discipline Policy; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Regulation; *Financial Support; Hearings; Opinions; Organizations (Groups); Policy Formation; *Special Education; Student Placement; Suspension
IDENTIFIERS- Congress 105th; Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act

This is a transcript from a Joint Hearing of the U.S. Senate Committee on Labor and Human Resources and the U.S. House of the state level. Leaders in the six participating states have identified the SIFT-OUT project as a catalyst for positive changes that will endure, changes such as: family involvement; increased interdisciplinary preparation; establishment of standards; and increased campus-community collaboration. The report discusses the project's accomplishments, dissemination activities, challenges, evaluation results, and impact. An appendix includes preservice and inservice personnel preparation quality indicators. (Contains 37 references.) (CR)

ED 438 662 EC 307 684

Jolivette, Kristine; Scott, Terrance M.; Nelson, C. Michael
The Link between Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs). ERIC Digest E592.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Change; *Behavior Modification; Data Collection; *Disabilities; Educational Legislation; Educational Planning; Elementary Secondary Education; Environmental Influences; Federal Legislation; Individualized Education Programs; Intervention; Positive Reinforcement; *Student Evaluation; *Student Placement; Suspension
IDENTIFIERS- *ERIC Digests; *Functional Behavioral Assessment; Individuals with Disabilities Education Act

This Digest discusses provisions in the Individuals with Disabilities Education Act (IDEA) that require functional behavioral assessments (FBAs) and behavioral intervention plans (BIPs) to be conducted prior to a change in placement or suspension for more than 10 days, based on inappropriate behaviors for students with disabilities. It presents the following 10-step process to help school personnel infuse data from the FBA into the BIP: (1) determine the function of the undesired behavior; (2) determine an appropriate replacement behavior; (3) determine when the replacement behavior should occur; (4) design a teaching sequence; (5) manipulate the environment to increase the probability of success; (6) manipulate the environment to decrease the probability of failure; (7) determine how positive behavior will be reinforced; (8) determine consequences for instances of problem behavior; (9) develop a data collection system; and (10) develop behavioral goals and objectives. Educators are urged to view the IDEA mandates on FBAs and BIPS as a single, continuous process rather than as a separate process and a subsequent product. (Contains 10 references.) (CR)

ED 438 663 EC 307 685

Valdivia, Rebeca
The Implications of Culture on Developmental Delay. ERIC Digest E589.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Speech-Language Pathology in Healthcare" (Pamela Y. Clarke); (10) "The Role of Speech-Language Pathologist in the Comprehensive Epilepsy Center (CEC)" (Lillian Rosenberg); and (11) "Speech-Language Services for Children and Adolescents in Psychiatric Hospitals" (Janet S. Harrison and Susan S. Anderson). (Articles contain references.) (CR)

ED 438 683   EC 307 706

Langhans, Joseph J., Ed.
Florida Journal of Communication Disorders, 1995.
PUB DATE- 95
NOTE- 52p.; Published annually. Formerly "Florida Language, Speech and Hearing Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Adults; Children; Computer Assisted Testing; Counseling Techniques; Course Content; Evaluation Methods; Head Injuries; Health Services; Hearing Aids; *Hearing Impairments; Higher Education; Hispanic Americans; Intervention; *Language Impairments; Second Language Learning; *Speech Impairments; *Speech Language Pathology; Voice Disorders
IDENTIFIERS- Dysphagia; Florida

This annual volume is a compilation of articles addressing evaluation, management, professional affairs, practice parameters, and clinical application of speech and language services. Featured articles include: (1) "Comparison of Pressure, Flow, and Resistance for Modal and Loft Register Productions" (Joseph L. Langhans and Peter J. Watson); (2) "Self-Report of Benefit from Adaptive Processing Circuitry among Experienced and Inexperienced Hearing Aid Users" (Harvey B. Abrams and others); (3) "Second Language Acquisition in Adolescent Hispanic Students for School Speech-Language Pathologists" (Alejandro Brice); (4) "Gross Examination of the Vestibular System: A Tutorial" (Frederick E. Cobb); (5) "Treatment of Dysphagia Resulting from Cricopharyngeal Dysfunction with Botox: Preliminary Thoughts and Observations" (Steven P. Kostas and others); (6) "CASPER: Computer Assisted Speech Evaluation and Rehabilitation System" (James A. Till); (7) "Practice Parameters: What Are They and How Will They Affect Health Care Practice?" (Paul Watson Lambert); (8) "Voice Therapy for Patients with Parkinson's Disease" (Dee Adams Nikjeh); and (9) "A Survey of Educational Programs in Speech-Language Pathology: Counseling, Dysphagia, and Traumatic Brain Injury" (Pamela A. Gilmore and others). (Articles contain references.) (CR)

ED 438 684   EC 307 707

Langhans, Joseph J., Ed.
Florida Journal of Communication Disorders, 1996.
PUB DATE- 96
NOTE- 50p.; Published annually. Formerly, "Florida Language, Speech and Hearing Association Journal."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; American Indians; *Audiology; Children; Elementary Education; Evaluation Methods; Graduate Study; Higher Education; *Language Impairments; Minimum Competencies; Phonology; Physiology; Professional Development; Professional Development Schools; Sign Language; Spanish Speaking; *Speech

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Beliefs; Educational Attitudes; Educational Strategies; Educational Trends; *English (Second Language); Foreign Countries; *Language Attitudes; *Language Role; *Language Teachers; Role Perception; Second Languages; Secondary Education; Social Values; Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Role; Teaching Experience; Teaching Methods; Trend Analysis; Turkish
IDENTIFIERS- *Turkey

A survey of 300 secondary school English-as-a-Second-Language (ESL) teachers in Turkey investigated their views on ESL teaching and curriculum, language attitudes, language learning, classroom practices, role perceptions, and views of language teaching as a profession. Demographic data show most were trained in English language teaching in Turkish universities. Teacher perceptions are reported concerning the major functions of their own English language use, objectives in teaching English, who determines the aims of the instruction and who should determine them, students' uses of English, degree to which the curriculum represents aims of English language instruction in Turkey, trends in academic standards, use of English as the medium of instruction, use of Turkish in the English language classroom, comparative features of English and Turkish, importance of the four language skills (listening, speaking, reading, writing), instructional and learning theories, the best methods of learning a language, teaching methods commonly used, influences on teaching, the English language syllabus, use of teaching materials and activities, assessment issues, their own role in the classroom, characteristics of good teachers, needed changes in Turkish secondary education, sources of professional support, and the role of experience in teaching. (MSE)

ED 438 707 FL 025 228

Brown, David, Ed.
Education Policy and Language Learning for a Multilingual Society. Proceedings of a Conference (Hartebeespoort, South Africa, October 30-November 1, 1996).
PUB DATE- 97
NOTE- 77p.; Jointly organized by the Education Policy Unit, University of Natal, and the Centre for Education Policy Development Evaluation and Management.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *African Languages; Apartheid; Bilingualism; *Educational Policy; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Indigenous Populations; Language Maintenance; Language Minorities; Language of Instruction; Policy Formation; *Politics of Education; *Public Policy; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *South Africa

The purpose of this document is to help South African educational institutions adjust to a post-apartheid era, in which linguistic diversity is promoted and celebrated, by clarifying the emerging processes of language policy formulation and implementation. The new government decided against issuing a

Smith, Alfred N.
Designing a Standards-Based Thematic Unit Using the Learning Scenario as an Organizational Framework.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Class Activities; Elementary Secondary Education; *Experiential Learning; French; Higher Education; Instructional Materials; *Interdisciplinary Approach; Learning Activities; National Standards; Second Language Instruction; *Second Language Learning; *Thematic Approach; Units of Study; Worksheets
IDENTIFIERS- Authentic Materials; *National Standards for Foreign Language Learning

This article illustrates how the scenario framework in the 1996 publication "Standards for Foreign Language Learning" can direct the production of a standards-based thematic unit on the family for a second year, first semester college level French course. The learning scenario in a standards document serves primarily as an illustrative tool highlighting classroom cases that shows how standards have been implemented. The thematic unit provides an integrated approach to teaching and learning because it brings content to the language lesson and connects the four skills in more meaning-based, communicative ways. The choice of themes and related ideas should be based on student interest and what is age appropriate. Authentic materials from the target language countries that convey information about the theme topic link the language class to the outside world. The activities in thematic units are task-based, relevant, personalized, and accomplished in cooperative settings. An example of a thematic unit, one designed to coordinate with a chapter on the family in a college-level French textbook, is detailed and included in this article. The targeted standards include the following: interpersonal communication; school and community; interpretive communication; presentational communication; language comparisons; cultural comparisons; and acquiring information. Scenario worksheets are included. (KFT)

ED 438 726   FL 026 164

Standards for Foreign Language Learning in the 21st Century.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 99
NOTE- 475p.; This guide is produced by the National Standards in Foreign Language Education Project, a collaborative effort located at the American Council on the Teaching of Foreign Languages. This document incorporates the Standards for Foreign Language Learning: Preparing for the 21st Century, see ED 394 279.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Higher Education; Instructional Innovation; Instructional Materials; National Standards; Second Language Instruction; *Second Language Learning; Teaching Guides
IDENTIFIERS- *National Standards for Foreign Language Learning

This book sets forth and explain a multitude of standards for foreign language education focusing on the "five Cs":

bibliography, with almost 100 entries, includes sources that report research findings on collaborative writing in the college classroom and cover strategies, methods, and research related to the implementation of collaborative writing. (CH)

ED 438 745 HE 032 631

Fine, Terri Susan; Mazworth, Hope
Learning Communities and the Academic Career: Perspectives on Faculty Participation.
PUB DATE- 99
NOTE- 17p.; Paper presented at the "Creating and Sustaining Learning Communities: Connections, Collaboration, and Crossing Borders" Symposium, sponsored by "On the Horizon," a journal of information sources on education and change. (Tampa, FL, March 10-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); Career Development; *Careers; College Faculty; Faculty Evaluation; *Faculty Promotion; Faculty Workload; Full Time Faculty; Higher Education; Nontenured Faculty; Women Faculty
IDENTIFIERS- *Learning Communities; University of Central Florida

Learning communities are becoming important components of faculty teaching responsibilities. This study addresses faculty's perceptions of its role as learning community participants. A survey administered in December 1998 to faculty (n=67) at the College of Arts and Sciences at the University of Central Florida focused on how they viewed participation generally, as well as anticipated benefits such as promotion, tenure, teaching awards, and performance evaluations. Responses to questions on whether learning community participation was good for a respondent's career showed significant variation across rank, with full professors showing the strongest agreement and instructors expressing he least agreement. There were also meaningful differences in race and gender; with white female assistant professors less likely to agree with the statement than white male assistant professors. In responding to questions about how onerous and demanding participation was in such courses, most faculty (with the exception of white male instructors) did not regard participation as overly difficult. The paper concluded that faculty perceptions of the benefits of participation in learning communities vary by rank, discipline, and years of experience, with faculty nearing retirement generally not as concerned with perceived benefits as younger and untenured faculty. Appended are five data tables and the questionnaire. (CH)

ED 438 746 HE 032 632

A Strategic Alliance with Business in Idaho and Beyond. State of the College of Business & Economics, Issue No. 6.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Economics Education; Graduate Study; Higher Education; Program Descriptions; School Business Relationship; School Catalogs; *State Universities

ED 438 765 HE 032 767

Fogelberg, Paul, Ed.; Hearn, Jeff, Ed.; Husu, Liisa, Ed.;
Mankkinen, Teija, Ed.
Hard Work in the Academy: Research and Interventions on Gender Inequalities in Higher Education.
PUB DATE- 99
NOTE- 288p.; The majority of the papers were presented at the European Conference on Gender Equality in Higher Education (1st, Helsinki, Finland, August 30-September 1, 1998).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Career Ladders; Careers; Educational Change; Educational Discrimination; *Foreign Countries; Higher Education; *International Educational Exchange; *Politics of Education; Quality of Working Life; *Sex Bias; Sex Discrimination; *Sex Fairness; Student Attitudes; Student Empowerment; Womens Education
IDENTIFIERS- Australia; *Europe; Israel; United States

This collection brings together papers initially presented at a conference held in Helsinki (Finland) on gender equality in higher education in several European countries and elsewhere. Following an introductory chapter by the authors, the 30 chapters (separately authored) are grouped under the following topics: national politics and policies; students; academic work and careers; management; sexualities; women's studies; and strategies and interventions for change. The first group of chapters covers national politics and policies in Finland, Sweden, the Netherlands, Germany, Austria, and Norway. The next chapters examine problems for students in England and Flanders. Other chapters discuss academic work and careers in Israel, Belgium, Australia, Finland and the United States. Three chapters examine management issues in the United Kingdom and Russia; and four chapters focus on issues concerning gay, lesbian and bisexual students and staff in higher education. A sixth section covers women's studies; and in the final section, strategies and interventions for change are set forth. The study notes that while questions of gender inequality are remarkably persistent throughout the world, the form they take and the strategies employed vary. Appended is an agenda for the conference and a description (including subscription information) of the European Network on Gender Equality in Higher Education. (Individual chapters contain references.) (RH)

ED 438 766 HE 032 768

Miller, Michael T.; Pope, Myron L.
Role Orientation and Communication Behaviors of Faculty Governance Leaders.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Governing Councils; College Planning; Communication Skills; Faculty College Relationship; Faculty Organizations; Faculty Workload; *Governance; Higher Education; *Participative Decision Making; Policy Formation; Verbal Communication; Writing Difficulties
IDENTIFIERS- Faculty Governance; University of Alabama

This study, part of the National Data Base on Faculty Involvement in Governance project at the University of Alabama, attempted

ED 438 786 IR 019 912

Paul, Nora; Williams, Margot; Hane, Paula, J., Ed.
Great Scouts! CyberGuides for Subject Searching on the Web. Discover the Internet That Speaks to Your Specific Information Needs.
PUB DATE- 99
NOTE- 343p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Guidelines; Information Seeking; *Information Sources; *Online Searching; *World Wide Web
IDENTIFIERS- Web Sites

This guide profiles the best of the Internet's "scout sites"--Web sites that provide access to the most important online sources of information on specific subjects. Scout sites act as Web directories, offering researchers an alternative to search engines by providing organized collections of links to the most appropriate and useful Web sites for a given topic. This book highlights the premier scout sites for over 25 topic areas, including: health and medicine, education, law, politics, business, travel, history, religion, money and investment, entertainment, literature, computers/Internet, environment, food, art and architecture, and sports. Also provided are resource evaluation guidelines and a discussion on the growth of Web-based information resources. The body of the guide is organized into four parts according to subject area: (1) Life and Times; (2) Business and Professional Resources; (3) Arts and Entertainment; and (4) Science and Technology. (Includes an index.) (AEF)

ED 438 787 IR 019 913

New Teachers and Technology: Examining Perceptions, Habits, and Professional Development Experiences.
PUB DATE- 99
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Faculty; Tables (Data); *Teacher Education; Teaching Methods; Training
IDENTIFIERS- *Technology Implementation

This study examined the technology-related perceptions, habits, and training/professional development experiences of first- and second-year teachers. The goal was to provide objective, research-based information on the preparedness of "new" teachers (as compared to "experienced" teachers) to implement various forms of technology to support classroom instruction. The purpose was to determine how prepared new teachers thought they were to implement technology in the classroom when they first started, as well as how they have progressed due to hands-on experience, inservice training, outside courses, and home computer use. An analysis of results is provided in terms of: response rates and demographics of survey sample; new teacher preparation for technology in the classroom; teachers' use of

Newsgroups, Update 2000. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For part 1 of Internet Resources for K-12 Educators, see ED 429 593.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Educational Resources; Electronic Mail; Elementary Secondary Education; Government Publications; Information Networks; *Information Services; *Internet
IDENTIFIERS- ERIC Digests; Newsgroups; *Question Answering; USENET

The Internet is an international computer network composed of thousands of smaller networks. As K-12 schools connect to the Internet, a new method of communication opens up to educators and their students. This ERIC Digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet. Question answering services, electronic discussion groups, and Usenet newsgroups are highlighted. Contains a list of 10 references and readings. (Resources and addresses are subject to change.) (AEF)

ED 438 809 IR 057 634

Scott, Mona L.
Conversion Tables. Volume 1, LC-Dewey. Second Edition.
PUB DATE- 99
NOTE- 249p.; For Volume 2, see IR 057 635; for Volume 3, see IR 057 636.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Cataloging; *Dewey Decimal Classification; *Library of Congress Classification; Library Technical Processes; *Subject Index Terms
IDENTIFIERS- *Call Numbers; *Library of Congress Subject Headings

This volume contains tables that list Library of Congress classification numbers (i.e., call numbers) with corresponding Dewey Decimal classification numbers and related Library of Congress subject headings. Materials referenced in the conversion tables are the 21st edition of the "Dewey Decimal Classification," the most current edition of the various volumes of the Library of Congress classification schedules, the 1996 edition of "Library of Congress Subject Headings," and the 1994 edition of "Library of Congress Free-Floating Subdivisions." (MES)

ED 438 810 IR 057 635

Scott, Mona L.
Conversion Tables. Volume 2, Dewey-LC. Second Edition.
PUB DATE- 99
NOTE- 248p.; For Volume 1, see IR 057 634; for Volume 3, see IR 057 636.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Cataloging; *Dewey Decimal Classification; *Library

sections: (1) Putting Your Best Image Forward--Bulletin Boards and Displays; (2) Connecting with the Curriculum; (3) Focus on Reading; (4) Library Skills and the Curriculum; (5) Managing the Library; (6) Getting the Word Out--Public Relations; (7) Helping to Make Technology Work in the Classroom; and (8) Technology Talk. (MES)

ED 438 830 IR 057 655

Fletcher, Patricia Diamond, Ed.; Bertot, John Carlo, Ed.
World Libraries on the Information Superhighway: Preparing for the Challenges of the New Millennium.
PUB DATE- 00
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; Futures (of Society); Higher Education; Librarians; Library Development; Library Policy; *Library Role; *Library Science; National Libraries; Public Libraries
IDENTIFIERS- Technology Role

This book represents the thoughts and experiences of librarians and academics on the changing role of libraries in a global networked community. The first section of the book looks at the agendas for national libraries in a digital world. Issues covered include content and delivery, national policy and practice and strategies for success in a national arena. The second section addresses important issues in the academic library environment. The third section focuses on special projects undertaken by libraries to address specific issues across a variety of domains--the public library, library consortiums, and virtual libraries. The final section raises some policy and practice challenges, considering the concerns of archivists, the role of scientific and technical information dissemination, subject access to Web documents, and the special needs of both libraries and their users in developing nations. Chapters include: (1) "Libraries and the Internet: Policy and Practice in the 21st Century" (Patricia Diamond Fletcher); (2) "Building National Collections of Internet Publications" (Jasmine Cameron and Margaret E. Phillips); (3) "Connectivity, Content and Collaboration: The Canadian Digital Library Experience" (Susan Haigh); (4) "Deposit Collections of Digital Publications: A Pragmatic Strategy" (Jose Luis Borbinha, Fernanda Campos, and Fernando Cardoso); (5) "National Library of Korea: South Korean Government-Run Digital Library--RISS and KRIC" (Ook Lee); (6) "Trends in Web-Based Services in Academic Libraries" (Lynn M. Fountain); (7) "Impact of the Internet on Malaysian Libraries" (Diljit Singh); (8) "The University of Queensland Cybrary: A Virtual Library in a Wired University" (Janine Schmidt, Jennifer Croud, and Deborah Turnbull); (9) "Towards the People's Network: UK Developments and the Work of the EARL Consortium" (Helen Baigent and Chris Moore); (10) "Providing Multilingual Internet Services in the Global Information Environment: WorldLinQProject, Queens Library's Practices" (Xuemao Wang, Malabika Das, Maria U. Sunio, and Andrew N. Schlein); (11) "An Analysis of Using Expert Systems and Intelligent Agents for the Virtual Library Project at the Naval Surface Warfare Center-Carderock Division" (Jay Liebowitz and Monica Adya); (12) "Librarians as Info Architects: New Roles for Archivists and Reference Librarians in the Digital Environment" (Paula J. Wolfe and Lori A. Olson); (13) "Subject Access to Quality-Assured World Wide Web Resources: Strategies for Information Professionals" (Robert Newton and David Dixon);

glossary and an index. (MES)

ED 438 850   JC 000 165

Distance Education: Access Guidelines for Students with Disabilities.

PUB DATE- 99

NOTE- 65p.; Developed by the High Tech Center Training Unit in collaboration with the Distance Education Accessibility Workgroup.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; *Community Colleges; Computer Assisted Instruction; Computer Mediated Communication; Computer Uses in Education; *Distance Education; Educational Needs; Educational Planning; Educational Policy; Educational Technology; *Equal Education; *Special Needs Students; Student Needs; *Two Year College Students; Two Year Colleges

IDENTIFIERS- California Community Colleges

In March 1996, the U.S. Department of Education, Office of Civil Rights (OCR),notified California Community Colleges Chancellor Thomas J. Nussbaum that it was about to begin a statewide compliance review under Title II of the Americans with Disabilities Act of 1990. As an outcome of this review, OCR offered nine suggestions for addressing areas of concern identified by the review. Among the suggestions voiced by OCR was the need for development of system-wide access guidelines for distance learning and campus Web pages. This document sets forth guidelines developed by the Chancellor's Office to address specific issues California community college districts will face in meeting their legal obligation to make distance education courses accessible to students with disabilities. Also described in this document are general principles that should be followed in ensuring that distance education courses are accessible to students with disabilities; principles that junior colleges elsewhere can utilize. In the remainder of this document, specific guidelines are provided for resolving access issues with respect to particular delivery modes commonly used in distance education, such as: (1) print media; (2) audio conferencing; (3) video conferencing/video transmission (live); (4) video transmission (pre-recorded); (5) World Wide Web; and (6) instructional software, laser video disc, CD ROM, and DVD. Specific guidelines for Braille, telephone relay services, closed captioning, and Web design are appended. (VWC)

ED 438 851   JC 000 166

Summary Final Report for the Santa Monica College Master Plan.

PUB DATE- 98

NOTE- 84p.; Pictures, drawings, and site plans may not legibly reproduce.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Educational Facilities Design; *Educational Facilities Planning; Educational Needs; Educational Planning; Institutional Mission; Long Range Planning; *Master Plans; Site Development; Strategic Planning; Two Year Colleges

results with emphasis on eligibility, coverage, and processing factors (including the role of the Governing Board) related to emeritus status. In the sixth segment, the benefits associated with the emeritus designation are examined in a comprehensive manner, with such coverage focusing on both monetary and non-monetary fringes. The seventh section summarizes the findings, which include: (1) emeritus status is granted commonly to faculty and much less often to administrators; (2) years of service is the most common eligibility requirement, with 15 being the average; and (3) governing board approval is almost universally required for granting emeritus status. Recommendations are made for creating an emeritus program that is both inexpensive and administratively simple to administer. Appendices list the colleges participating in the study, and 9 tables illustrating different data elements of the study. (VWC)

ED 438 871   JC 000 210

Nora, Amaury
Reexamining the Community College Mission. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 2.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 9p.; For issues paper number 1, see JC 000 211.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; Associate Degrees; Black Students; *College Transfer Students; *Community Colleges; *Educational Technology; Higher Education; Hispanic American Students; Student Financial Aid; Teacher Student Relationship; *Transfer Rates (College)
IDENTIFIERS- African Americans

This document is part of the series, "New Expeditions: Charting the Second Century of Community Colleges," sponsored by the W.K. Kellogg Foundation Initiative. Addressed specifically in this paper is the history and current status of community colleges with regard to trends in enrollment, persistence rates, associate degree attainment, and transfer rates. The paper concludes with a look into the future of community colleges in regard to diversity, technology, operational reforms, and priorities for action. While community colleges make up only 28 percent of all colleges and universities, their collective enrollment constitutes about 37 percent of students in higher education. More than half of all Hispanic and African American students who attend college following high school enter two-year institutions. Overall, persistence rates continue to be a problem for all groups, and statistics show that in most two-year colleges, even those with diverse student enrollments, well over half of all associate degrees were earned by white students. Calls for reform have already been made to bring about the structural transformations needed to improve transfer education and persistence rates, recruit a diverse community of faculty, staff and students, and encourage greater interaction between faculty and students. (Contains 40 references.) (AF)

ED 438 872   JC 000 211

Nettles, Michael T.; Millett, Catherine M.
Student Access in Community Colleges. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 1.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.

of foster care based on new recognition of children's connections to and embeddedness in their families and their communities. This new recognition is discussed in terms of five themes: (1) the importance of family to children; (2) children's lifelong connections to their families; (3) the uniqueness of families; (4) the shifting availability of family members; and (5) the need to broadly define family or family-like support. The paper concludes by noting that the federal Family Preservation and Family Support Program provides an excellent vehicle for beginning the reconceptualization in light of these themes. (Contains 66 references.) (EV)

ED 430 890   PS 027 497

Follett, Chantal; Dayton, Carolyn; Simonds, Julie; Rosenblum, Katherine
The Importance of Context and Social Support in Moderating Depression in Mothers of Young Infants. Michigan Family Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 99
NOTE- 10p.; Poster presentation at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999). Principal and Co-Investigators were Susan C. McDonough, Arnold Sameroff, and Betsy Lozoff.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Depression (Psychology); Environmental Influences; *Infants; Mother Attitudes; *Mothers; Risk; *Social Support Groups
IDENTIFIERS- High Risk Situations; *Mediating Factors

Researchers have hypothesized that the impact of environmental risk on infants and young children may be mediated by the impact of environmental risk on mothers. Epidemiological surveys have found high-risk environments to be associated with depression in adults. Further clarification about the factors which may exacerbate or alleviate the impact of environmental risk on maternal mental health is needed. This analysis was designed to investigate the effects of multiple environmental risks and social support on maternal depression. Mothers of young infants (N=124) were recruited during well-baby visits at pediatric clinics and are participating in a longitudinal study of parenting and infant development. When the infants were 7 months of age, mothers completed demographic and self-report questionnaires, including measures of depression and social support. An environmental risk score was computed for each mother based on demographic factors and life events. Findings indicated that maternal depression was positively correlated with environmental risk score. The impact of social support on the relation between environmental risk and depression was also examined. These findings indicated that mothers' perceived need for social support had an additive effect on depression when combined with environmental risk, resulting in elevated levels of depression. Environmental risk approached significance as a moderator of satisfaction with social support and depression for mothers who reported fewer environmental risks. (Author/EV)

ED 430 891   PS 027 577

Kriee, Dana Balsink; Huntsinger, Carol S.
Cognitive Self-Esteem among European American and Chinese American Children.

NOTE- 5p.; For other documents on the School to Work Initiative, see CE 079 685-686.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; *Career Choice; *Career Education; Career Exploration; Comparative Analysis; *Education Work Relationship; Grade 10; High Schools; *Partnerships in Education; Student Attitudes; *Student Participation; Vocational Interests
IDENTIFIERS- *Arizona

Tenth-grade students in Arizona school to work (STW) regional partnerships were polled in 1997, 1998, and 1999, to determine whether systemic change was occurring across the state. Study results were mixed. Three activities increased significantly over the baseline year: class projects, computer use, and volunteerism. The use of career inventories declined over the same period. The role of adults in helping students explore career choices remained relatively stable. Further, the number of students who had some idea of their career interests had not changed significantly. Gender differences still existed and were largely unchanged. Fewer students reported taking courses related to their career interests. The relationship of participation in career-related activities to an ability to state a career interest continued to be strong. Students felt job shadowing, business mentors, and internships would be most helpful. However, fewer students participated in these activities. The participating students were better able to articulate their career interests and, in general, had more frequent and positive attitudes about participation in STW. Statewide programs reported positive student outcomes as a result of STW activities. Evidence of systemic change was beginning to be seen. Most significantly, class projects, computer use, and volunteer projects showed consistent gains over the three years. (YLB)

ED 438 404 CE 079 688

Larson, Elizabeth Hunt; Engmark, Jill
Arizona's School to Work System. Site Visit Reports (1998-99).
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 99
NOTE- 198p.; Principal Investigator was Judy Vandegrift.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; Cooperative Programs; Coordination; *Education Work Relationship; Educational Finance; Elementary Secondary Education; *Partnerships in Education; Postsecondary Education; Program Evaluation; *School Business Relationship; State Aid; State Programs; *Statewide Planning; Technical Assistance; Vocational Education
IDENTIFIERS- *Arizona

This report documents the activities of 18 state-funded partnerships in Arizona's school-to-work (STW) system: 10 regional partnerships, most in their fourth year of implementation, and 8 Maricopa County partnerships, all in their first year of implementation. The report is divided into two sections. The first section highlights the status of each of the 10 regional STW partnerships as of the midpoint of the state's fourth year of STW implementation. Profiles are provided in alphabetical order and provide a brief description of the changes and accomplishments in the past year. The second section profiles each of the 8 Maricopa County STW partnerships shortages exist in teacher labor markets. (Contains 169 references and 71 tables/figures. Appended are a description of the primary data sources and 32 supplementary tables/graphs from the National New York and Texas Teacher Databases.) (MN)

ED 438 422 CE 079 711

Adult Basic Education Program. Technical Assistance Paper.
PUB DATE- 00
NOTE- 21p.; For other technical assistance papers, see CE 079 712-715. Prepared by the Adult General Education Task Force of Practitioners in conjunction with the Florida Dept. of Education Division of Workforce Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Students; Classroom Techniques; *Course Content; Definitions; Employment Programs; Followup Studies; *Job Training; Literacy Education; Staff Development; *State Programs; *Student Evaluation; Student Personnel Services; *Teaching Methods
IDENTIFIERS- *Florida

Adult basic education practitioners in Florida are being faced with new work force development program requirements as a result of recent legislation. This technical assistance paper is designed to provide local adult education administrators and teachers with information to help them to implement Adult Basic Education (ABE) and Workplace Readiness Skills programs more effectively. The paper addresses the following areas: (1) courses for ABE students, related definitions, and course progression; (2) student eligibility, assessment, and accountability; (3) student services including initial intake, orientation, retention, and follow-up; (4) classroom instruction, including curriculum frameworks and alternative assessments; and (5) staff development. A directory of technical assistance directors and consultants organized by the five regions of the state, and a state-level staff directory are included in the paper. (KC)

ED 438 423 CE 079 712

Adult High School Instruction Program. Technical Assistance Paper.
PUB DATE- 00
NOTE- 20p.; For other technical papers, see CE 079 711-715. Prepared by the Adult General Education Task Force of Practitioners in conjunction with the Florida Department of Education, Division of Workforce Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Students; Classroom Techniques; *Course Content; Curriculum Development; *Definitions; *High School Equivalency Programs; High Schools; Staff Development; State Programs; *State Standards; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Florida

This paper is designed to provide local adult education administrators and teachers in Florida with information to help

Programs.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auto Mechanics; *College Programs; Course Selection (Students); Educational Demand; Enrollment; *Enrollment Influences; Higher Education; *Student Attitudes; *Student Motivation; *Student Recruitment

A study was conducted to identify effective recruitment techniques as reported by students within baccalaureate automotive technology programs. Participants in the study were 382 students (freshmen through seniors) of 8 universities in the United States that offer automotive technology baccalaureate degrees. The following sixteen recruitment factors were isolated and rated by the students: friends at college or high school; college catalog; high school/community college counselor or teacher; parents and relatives; university alumni; reputation of the automotive program; technology recruitment activities; university recruiters visiting high school; athletic advisor or coach; admissions office at the university; campus visit; reputation of the university; university recruiters visiting community college; location; bulletin board advertising at student's school; promotional materials; and articulation or direct transfer from community college. Student ratings showed the following five recruitment factors to be the most influential: reputation of the automotive program; reputation of the university; job placement and career opportunities; parents and relatives; campus visit; and recommendation of the automotive teacher. (Contains 28 references.) (KC)

ED 438 441 CE 079 748

Bell, Larry G.
Forces Affecting the Improvement and Implementation of International Perspectives in Secondary Level Agricultural Programs in Texas. A Summary Report of Research. Department Information Bulletin 99-2.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Economics; Foreign Countries; Foreign Culture; Higher Education; *International Education; *International Trade; Secondary Education; *State Programs; *Teacher Attitudes; Vocational Education
IDENTIFIERS- *Texas

A study analyzed the forces affecting improvement and implementation of international agricultural perspectives in secondary programs of agricultural science in Texas. A mail survey, based on force-field analysis, was used to determine the effect of 14 variables, including 3 that involved perceptions of the relevance, knowledge, and implementation of 16 selected international perspectives. Eleven other variables measured the effect of forces on perceptions of relevance, knowledge, and the support for teaching those perspectives. The instrument was mailed to 310 agriscience teachers in Texas (one-fifth of such teachers in the state), and 120 usable surveys quality; (3) mobility of the labor force is low; and (4) the state does not pay enough attention to development of continuing vocational training. With fewer allocated funds, active labor market policy measures suffer the most. Also, labor market policies are not an integrated part of the policy of national economic development. (Appendixes include supplementary tables and information by chapter. Contains 28 references.) (YLB)

ED 438 459   CE 079 780

Ciobanu, Adrian; Parciog, Speranta
Background Study on Employment and Labour Market in Romania.
PUB DATE- 98
NOTE- 142p.; For background studies of other countries, see CE 079 775-779.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Change; Educational Change; *Employment Patterns; Foreign Countries; *Job Development; Job Training; Labor Economics; *Labor Market; Labor Supply; Postsecondary Education; Secondary Education; *Unemployment; Vocational Education; Welfare Services
IDENTIFIERS- *Romania

Romania's adoption of a more gradual approach in restructuring and privatizing the state-owned sector has resulted in industry with an unchanged structure that remains the main cause of social and economic decline. Employment has shown a steady decline. Industrial employment has decreased dramatically. Sectors like transport, hotels, and restaurants have faced a lower decline, but agriculture, health, education, public administration, trade, and finance have had a positive evolution. High levels of income tax and social contributions have motivated development of a "black labor market." Despite relatively low unemployment rates, the labor market has not provided sufficient job opportunities, especially for new entrants. Partial explanations are the unpredictable evolution of the economy, inexperience of vocational education and training units in monitoring local labor market development, and limited cooperation with employers and labor market institutions. Almost two-thirds of unemployment is concentrated in urban areas. Key obstacles to employment are skills mismatch, inadequate training and retraining programs, low mobility of the labor force, and information shortages regarding vacancies. No legislation and no coherent policy on continuing vocational education or job creation exist. (Appendixes include tables; organization of education and training provision; and unemployment regulations. Contains 28 references.) (YLB)

ED 438 460   CE 079 784

Richens, Greg P.
Perceptions of Southern Nevada Employers Regarding the Importance of SCANS Workplace Basic Skills.
PUB DATE- 00
NOTE- 9p.; Presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

receive full information about the implications of poor performance (principled problem-solving approach). (Contains 42 references.) (MN)

ED 438 478 CE 079 830

Creating Your Own Business. Employability Skills Group Project.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communication Skills; Computer Literacy; Employment Potential; *Employment Qualifications; *Entrepreneurship; Fused Curriculum; Group Activities; Interpersonal Competence; *Job Skills; Learning Activities; Learning Strategies; Mathematics Skills; Problem Solving; Questionnaires; Records (Forms); Secondary Education; Self Evaluation (Individuals); Simulation; *Small Businesses; Teaching Guides; *Teamwork; Time Management; *Vocational Education; Work Attitudes

This document, which is intended for vocational educators, contains the materials needed for a group project designed to help students develop the employability skills required to create their own business. The document begins with the scenario for the learning project, during which teams are given a hypothetical $250,000 to form a new business related to their specific vocational program. Presented next are the project objectives, which are that students will be able to do the following: use effective oral and communication skills; demonstrate basic math skills; use computer skills to produce a word processed report; work well with team members; use higher-level problem-solving and critical thinking skills; apply organizational and time management principles; and demonstrate appropriate work ethics. The third section of the guide is an outline of the following four tasks assigned to students during the project, which are as follows: write a description of the business; design an organizational chart; create a budget; and develop an employee handbook. Concluding the guide are descriptions of the project tools and learning environment. Appended are a student project evaluation form; materials for an activity to help team members reflect on what they learned from being part of their learning team; teacher project evaluation form; and list of skills developed during the group project. (MN)

ED 438 479 CE 079 831

Preparing for Your Successful Employment. Job Readiness Individual Project.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Education; *Career Planning; Employment Interviews; *Employment Potential; Fused Curriculum; Individual Activities; Internet; Job Application; *Job Search Methods; Job Skills; Learning Activities; Records (Forms); Resumes (Personal); Secondary Education; Success; *Vocational Adjustment; *Vocational Education
IDENTIFIERS- *Goal Setting

Participation; *Resource Materials; *Substance Abuse
IDENTIFIERS- *Maryland (Montgomery County)

A comprehensive guide to parenting resources in Montgomery County (Maryland), this publication is divided into four chapters. "Getting More Involved with Your Child" focuses on communication, inexpensive ways to have fun, parent involvement techniques, and suggested party tips with information about the legal consequences of serving alcohol to minors. "Raising a Drug-Free Child" discusses how to teach your child skills for resisting drugs and alcohol, including how to use your "parent power" and "teachable moments." "How to Get Your Child the Help He or She Needs" tells how to recognize signs of drug use and what to do if your child is high, stoned, or drunk. Treatment programs and other assistance are identified. The final chapter, "Where To Find the Help You Need," contains specific referrals for crisis situations, health matters, and other services for families. Each chapter offers advice on child rearing followed immediately by a listing of related community resources from YMCA classes to local events and local parent newsletters. (DCP)

ED 438 498   CG 029 780

Refvem, Joanna
The Witnesses Walk Your Halls: The School Counselor and Student Victims of Domestic Violence.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Conference of the American Counseling Association (Washington, D.C., March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Children; Cooperation; Counselor Client Relationship; Counselor Training; Elementary Secondary Education; *Family Violence; Intervention; Schools
IDENTIFIERS- Dysfunctional Family

More than three million children witness domestic violence each year. School counselors need to understand the dynamics of domestic violence, learn the most effective assessments of violence in the lives of their students, and be familiar with the interventions that can be implemented. External stresses on the family do not appear to influence the mental health of children as much as the internal stresses caused by a dysfunctional, violent family. Counselors may be part of the problem by colluding with the perpetrators of family violence in that they focus on perpetrators' behavior patterns as being caused by social issues. It is time to identify violence at its source, hold perpetrators accountable, and find ways to reach children. Counselors need to enlist the help of others in discovering the extent to which violence has permeated student's lives. Parents need to be held accountable, but also need to learn the tools to help them become more effective in their roles. (Contains 18 references.) (JDM)

ED 438 499   CG 029 806

Whipple, Vicky
What Does It Mean To Be a Feminist Family Therapist?
PUB DATE- 00
NOTE- 7p.; Poster presented at the Annual Conference of the

Various components including the use of leveled books, repeated readings, word games, sight words, and several word pattern strategies were implemented to improve the individual reading level and fluency of the targeted elementary students. Post intervention data indicated that the students demonstrated an improvement in their reading fluency. Contains 26 references and 12 tables of data. Appendixes contain survey and evaluation instruments, a parent notification letter, a making words booklet, at-home reading strategies, and a reading log. (Author/RS)

ED 438 517 CS 013 882

Biallas, Lisa; Dunn, Sally
Phonemic Awareness and Phonics: Building Blocks for Better Reading, Decoding, and Spelling.
PUB DATE- 99
NOTE- 77p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Basal Reading; *Decoding (Reading); Grade 1; *Instructional Effectiveness; *Phonics; Primary Education; *Reading Improvement; *Spelling
IDENTIFIERS- *Phonemic Awareness

This report describes a program for enhancing the phonemic awareness and phonetic ability needed when decoding print and spelling. The targeted population consists of first grade students in a growing suburban community located in the Northwest suburbs of Chicago. Evidence for the existence of this problem are documented through a letter identification test, a developmental phonics inventory, and the theme and skills tests developed by the publisher of the basal reading series used in this school. Analysis of probable cause data indicate that students lack phonemic skill ability when decoding and spelling words. Reviews of curricula content and instructional strategies reveal a stronger emphasis on Whole Language approach to teaching reading as opposed to a more phonetic approach. A review of solution strategies suggested by noted experts in reading research has resulted in the selection of using a more "balanced" approach to teaching reading to first graders. Intervention will employ implementation of the "Working with Words" strategies (Cunningham) in addition to the school's basal program. Post intervention data will indicate an improvement in the phonemic awareness and phonetic skills needed to decode and spell words. This is shown through letter identification, developmental phonics inventory scores, and basal tests. This will occur through students performing "Working with Words" strategies on a weekly basis. Contains 36 references and 3 figures of data. Appendixes contain lesson plans, word lists, and worksheets. (Author/RS)

ED 438 518 CS 013 883

Hubbard, Trina; Newell, Michelle
Improving Academic Achievement in Reading and Writing in Primary Grades.
PUB DATE- 99
NOTE- 89p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)

by the software program. (EF)

ED 438 539 CS 216 995

Killgallon, Don; Killgallon, Jenny
Sentence Composing for Elementary School: A Worktext To Build Better Sentences.
PUB DATE- 00
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; Sentence Combining; *Sentences; *Writing (Composition); *Writing Exercises; *Writing Improvement; Writing Instruction; *Writing Strategies
IDENTIFIERS- *Writing Models

Using this workbook, elementary students can learn to write sentences like their favorite authors. Using sentences from more than 100 popular stories and novels as models, the workbook offers extensive practice in four sentence-manipulating techniques: sentence unscrambling, sentence imitating, sentence combining, and sentence expanding. It shows how, by playing with hundreds of sentences from selections like "Charlotte's Web" and the Harry Potter series, children can learn to write their own sentences in more effective and interesting ways and, at the same time, improve their reading skills by discovering the story in the sentence. The workbook engages children in learning how to build better sentences. Contains an answer key, labeled "References." (NKA)

ED 438 540 CS 216 996

Johannessen, Larry R.
Encouraging Active Learning with Case Studies.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Spring Meeting of the National Council of Teachers of English (New York, NY March 15-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Case Method (Teaching Technique); Classroom Techniques; *Critical Thinking; *English Instruction; Higher Education; *Literature; Writing (Composition)
IDENTIFIERS- Case Approach (Writing)

This paper discusses case studies as an active learning strategy for helping students develop the critical thinking processes that are key to composing, interpreting, and responding to literature and are important in other fields as well. To illustrate how case studies work in the classroom, why they are exciting and beneficial, and how they are inter-disciplinary, a sample case study exercise is presented, along with additional examples. Case studies are then defined, and good characteristics outlined to help instructors develop their own. The paper concludes by discussing some of the benefits of using case studies to teach writing and literature. (Contains 26 references and an appendix containing three sample case studies.) (EF)

Intended to serve an instrumental purpose for middle-grade teachers, this paper presents brief annotations of eight novels of interest to middle grade students and more elaborate comments and teaching activities for two well-known novels. The eight novels are "How to Eat Fried Worms" (Thomas Rockwell); "Number the Stars" (Lois Lowry); "Cousins" (Virginia Hamilton); "Summer Witches" (Theresa Tomlinson); "The Ghost in the Monday Sun" (Sid Fleischman); "One-Eyed Cat" (Paula Fox); "The Missing May" (Cynthia Rylant); and "Maniac Magee" (Jerry Spinelli). The paper then presents detailed descriptions and teaching methods associated with the novels "Shabanu" (Suzanne Fisher Staples) and "Shiloh" (Phyllis Reynolds Naylor). (RS)

ED 438 561 CS 217 021

Ayres, Elizabeth
Writing the Wave: Inspired Rides for Aspiring Writers. A Perigee Book.
PUB DATE- 00
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Language Usage; Poetry; *Writing Apprehension; *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes

No matter how intimidated or how blocked, any writer can tap into the vast oceans of creativity within by following the exercises in this book. Broken into small steps, each exercise is easy and takes only minutes to do. Yet each one forms a wave that brings with it a rush of ideas, images, and scenes as it crests. Chapters in the book are: (1) Monsters of the Deep: Write Your Way Past Your Fears; (2) The Water's Warm Once You're in: Use Imaginative Layering to Generate Raw Material; (3) A Gull's-Eye View: Take Charge of What You Write; (4) Where's the Bottom? Name a Main Idea and Develop It; (5) Coping with the Salt, Salt Spray: Control Your Writing by Structuring It; (6) Storm-Tossed Seas: Organize Your Ideas and Create an Outline; (7) Land Ahoy!: Shape a Beginning, Middle, and End for Your Work; (8) Island Hopping: Use Structural Models to Communicate Your Ideas; (9) Becalmed: Jump-Start a Stalled Work-in-Progress; (10) Time and Tide: Put Passion into Lifeless Writing; (11) The Ceaseless Surf: Use Sound to Catalyze the Imagination; and (12) Beyond the Horizon: Discover Your Next Project. An afterword presents poems by the author and relates them to ideas discussed in the book. Contains a 25-item list of further reading. (RS)

ED 438 562 CS 217 022

Surmay, Jennifer Jankunas
Do Children, When They Write, Borrow Ideas from the Literature They Read?
PUB DATE- 00
NOTE- 33p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Characterization; *Childrens Writing; Creative Writing; Grade 2; Nonfiction; Primary Education; Writing

Bohlken, Bob
Training Citizens in a Democratic Society To Listen Critically.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the International Listening Association (20st, Virginia Beach, VA, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; Class Activities; Classroom Techniques; Higher Education; Learning Activities; *Listening Skills; Propaganda; Skill Development
IDENTIFIERS- *Communication Competencies; *Critical Listening; Historical Background

In a democratic society, critical listening should have top priority among the four language skills (speaking, reading, writing, and listening). This paper provides a history of critical listening and an application of critical listening in the classroom for the future citizen's involvement in a democratic society. Six critical listening experiences (class activities) for training citizens in a democratic society are attached. (NKA)

ED 438 585 CS 510 249

Oludaja, Bayo
Verbal Communication Styles: Some Implications for Intercultural Listening.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the International Listening Association (20st, Virginia Beach, VA, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Higher Education; *Intercultural Communication; *Listening; *Listening Skills; Skill Development
IDENTIFIERS- *Communication Styles; Cultural Values

As advancements in communication technologies increase, so do the opportunities for communicating with people from different cultures. As contacts increase, so does the awareness of the misunderstanding that often arises in the process of communication. For example, different cultures have different modes of verbal behavior. This paper examines some of the implications which different verbal styles have for listening. W.B. Gudykunst and S. Ting-Toomey (1988) have identified four verbal communication styles across cultures: direct versus indirect, elaborate versus succinct, personal versus contextual, and instrumental versus affective. The paper discusses these four styles concluding that these verbal communication styles are learned within the cultural context of the users, and suggesting that to be more adept at intercultural listening a person needs to be familiar with these various styles and the main values that they reflect. (NKA)

ED 438 586 CS 510 250

Bohlken, Bob

mandated by the Ohio Supreme Court. The restructuring, which tied funding to education opportunity, was in response to the court case, "DeRolph vs. State," which ended reliance on the local property tax as the primary funding source for public schools, gave the state the primary responsibility for funding education, improved funding for facilities, and linked the costs of a child's education to school funding. The paper details how Child-Centered Education uses market-oriented reforms to transform public education, institutionalize accountability, improve productivity, and meet the mandate of "DeRolph." The mechanism provides incentives for stakeholders within the system to reform their own schools through competition for students. The report outlines how child-centered education works, and details some of the parameters connected with parental and local control of education. It describes the various types of program funding, such as grants, education tax credits, earmarking, and local district supplemental funding. The report concludes that child-centered education uses statewide grants to improve public education by attracting students into schools; empowering parents, students, administrators, and teachers; reinforcing local control; by emphasizing the customer; and linking funding to opportunity. Four appendices outline proposals for transportation issues. The role of the Ohio Department of Education, collective bargaining reform, and a consolidation of state programs. (Contains 38 references and notes.) (RJM)

ED 438 805   EA 030 239

Damask, James; Lawson, Robert
Public Choices, Private Costs: An Analysis of Spending and
  Achievement in Ohio Public Schools.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Academic Achievement; Correlation; Educational
  Equity (Finance); *Educational Finance; Elementary Secondary
  Education; *Finance Reform; *Public Schools; *School District
  Spending; Student Costs
IDENTIFIERS- *Ohio

This report sets up a structure for examining the real costs of public education. It defines three approaches of gathering and reporting cost information: narrow (salaries and current expenditures, excluding capital outlays); generally accepted accounting principles (GAAP) (costs are recorded during the period in which they occur); and broad (all inputs in the system, including time, are measured). The paper's aim is to develop a better measure of the cost of public education in three Ohio school districts, and to establish that public schools in Ohio's three largest districts are suffering from rising costs combined with falling achievement. The document discusses education achievement in the three areas and examines enrollment as a measure of quality. It found no meaningful relationship between overall spending per pupil and student achievement. It states that more solid structures of school organization may be obtained from voucher systems, charter schools, tax credits for tuition payments, and other programs that link rewards directly with parent satisfaction. The text emphasizes that a real program of school choice that gives parents and students more options will instill necessary incentives for improvement in the public schools. Four profiles. By presenting accounts of developments in each of the states and territories between 1996 and 1999, the report examines the significance of external influences on shaping state-level policymaking in curriculum reform. The article details the New South Wales Board of Studies; the Victoria Board of Studies; the Queensland school curriculum since the 1950s; and school-reform movements in South Australia, Western Australia, Tasmania, Australian Capital Territory, and Northern Territory. The reforms in five of the territories employed two processes: curriculum frameworks, where several groups worked in coordination, and course-based syllabuses, which involved a more disjointed process of developing syllabuses in rounds or independently. In both types, the processes of consulting the educational community through field reviews appeared to be more extensive than had occurred previously. The paper's conclusion focuses on new influences on curriculum reform and offers comments on those aspects that have been adopted and rejected. (Contains 22 references.) (RJM)

ED 438 625   EA 030 265

Lewis, Roben W.
Block Scheduling: Changing the System.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Block Scheduling; Discipline; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Flexible Scheduling; School Schedules

This paper discusses why scheduling is a valuable but untapped resource for school improvement. It reviews some of the problems that are alleviated through scheduling, focusing on the benefits of block scheduling. The text discusses the fragmentation of instructional time and how this is an issue at all levels of precollegiate education. It offers examples of how some high schools, middle schools, and elementary schools redesigned their schedules to reduce curriculum fragmentation, discipline problems, and student failure. Disciplinary problems can also result from fragmentation, particularly at the elementary level where small-group reading is scheduled. Even in middle schools and high schools, traditional schedules create situations that may contribute to a number of discipline problems. Many disciplinary referrals result from schedule transitions, when large numbers of students mix together. Restructuring the school schedule can help address each of these issues. However, different schools have different reasons for considering block scheduling. Even though block scheduling allows schools to break away from the structure of traditional schedules, educators should assess whether their school would benefit from a block schedule. Teachers need administrators' full support when changing to a block schedule, and the new scheduling should be routinely evaluated. (RJM)

ED 438 626   EA 030 267

Gittins, Naomi, Ed.
A Word On... Fall 1999/Winter 2000.
PUB DATE- 00
NOTE- 25p.

Representatives Committee on Education and the Workforce that addresses the U.S. Department of Education's development of regulations necessary to implement the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. It includes opening statements from Senator James Jeffords (R-VT), Representative William Goodling (R-PA), Senator Edward Kennedy (D-MA), Senator Dan Coats (R-IN), Representative Matthew Martinez (D-CA), and Senator Tom Harkin (D-IA). Prepared statements are included from Senator Bill Frist (R-TN), Senator Patty Murray (D-WA), Representative Frank Riggs (R-CA), and Representative Charlie Norwood (R-GA). Presentations are then provided from Judith Heumann, Assistant Secretary for Special Education and Rehabilitation Services, Martha Feland, the President of Cabot School Board in Arkansas, Frank Clark, a school district attorney from Hershey Pennsylvania, Brian McNulty, Colorado Assistant Commissioner of Education, and Patricia McGill Smith, from the National Parent Network on Disabilities. Questions from the members of Congress and answers from the panelists are included. Among issues addressed in the testimony are discipline, suspensions of students with disabilities, funding of IDEA, and alternative placements. (CR)

ED 438 645 EC 307 667

Goodman, Laura, Ed.
Understanding Our Gifted, 1999.
PUB DATE- 99
NOTE- 140p.; Published quarterly. For Volume 10, see ED 432 077.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Elementary Secondary Education; Emotional Development; *Females; *Gifted; Social Development; *Student Development; *Teacher Education

The focus of these four issues of a quarterly journal on gifted children is on the total child, gifted girls, asynchrony, and teaching teachers. Each issue also includes columns on parents, the Internet, home schooling, software reviews, and recommended books. Major articles include the following: "A Circle of Friends: The Nature and Nurture of Social Relationships among Gifted Children" (Annette Revel Sheely); "The Total Teacher for the Total Child" (Mary Anna Thornton and Marilyn Wallace); "A Road Less Traveled" (Lorraine Hoyt); "The Math-Science Mystique" (Lynn Fox, Jennifer Engle, and Janet Soller); "Gifted Girls" (Joan Franklin Smutny); "Compiling a Life's Work: A Conversation with Computing Pioneer Fran Allen" (Karen LaBonte); "Carousel...Girls and the M Word"(Monique Lloyd); "The Balance Uneasy: Asynchronous Development in Gifted Children" (Younghee M. Kim and LeoNora M. Cohen); "Asynchrony Personified" (Laura Goodman); "Asynchrony and the Gifted" (Jane Piirto); "Giftedness: The Asynchrony Syndrome" (Michael Rios); "Carousel...Does One Size Ever Fit All? A Case for Individualizing Curricula for Gifted and Talented Students" (F. Richard Olenchak); "On the Road, Teaching Teachers" (Susan Winebrenner); "Connecting with Gifted Students in Easy, Meaningful Ways" (Tracy J. Stegall); "Carousel...When Mama Bears Go to School" (Hope Sargeant); and "High Tech but High Touch: Strategies for Teaching and Learning via Distance" (Shari Nowak). (Some articles contain references.) (DB)

ED 438 646 EC 307 668

Kramer-Reiss, Marti L.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Development; *Cultural Awareness; *Cultural Influences; *Developmental Delays; Early Childhood Education; Language Minorities; *Minority Group Children; Parent Attitudes; Screening Tests; Second Language Learning; *Student Evaluation; *Test Bias; Test Norms; Young Children
IDENTIFIERS- ERIC Digests

This Digest discusses cultural influences that may lead to the inappropriate diagnosis of a young student as developmentally delayed, and the need to use assessment instruments that are appropriate for use with culturally and linguistically diverse families. In order to determine the appropriateness of norm-referenced instruments for children from diverse backgrounds, professionals are urged to ask themselves the following questions: (1) Were the norms inclusive of the diversity of families found in the communities across the United States with which the tool will be applied? (2) Did these "diverse" children also represent variations that typify the communities in which the tool will be applied? (3) Does the tool or process include provisions to conduct the assessment in the child's dominant language? and (4) Will specially trained personnel familiar with the family's culture, practices, and beliefs conduct the assessment? Professionals are also warned to recognize that the domains of development and the items subsumed in each area, are predominately reflective of a Western approach to the discussion and examination of early childhood development and may contradict a more holistic, functional, situational approach common in other cultural groups. (CR)

ED 438 664 EC 307 686

Clark, Mary
Working with Students Who Are Late-Deafened. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other NETAC teacher tipsheets, see EC 307 687-692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Augmentative and Alternative Communication; *Classroom Communication; Classroom Environment; *Classroom Techniques; *Deafness; Helping Relationship; Higher Education; *Notetaking; Teacher Student Relationship; *Teaching Methods

This tipsheet provides suggestions to help teachers work more effectively with students who are late-deafened. Suggestions include: (1) allow time for the student to introduce himself and discuss possible needs; (2) learn the basics of CART (Computer-Aided Realtime Translation) and other communication options; (3) learn the basics of using interpreters and those interpreting methods that may be used by students with late-deafness; (4) learn the basics of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act; (5) ask the student to help with notetaking; (6) be aware of environmental issues; (7) repeat questions and answers; (8) remember that English is the primary language of the student who is late-deafened; (9) regulate cross-talk; (10) identify

Impairments; *Speech Language Pathology; Training Methods;
  Voice Disorders
IDENTIFIERS- Florida
  This annual volume is a compilation of professional articles and proceedings from a conference addressing timely issues in speech-language pathology and audiology. Featured articles include: (1) "Glottal Airflow: Instrumentation and Interpretation" (Christine M. Sapienza); (2) "Clinical Implications of Motor Speech Disorders in Elementary School-Age Children" (Judith C. L. Sutter and Michael A. Crary); (3) "Spanish Phonology: A Review of the Literature" (Alejandro Brice); (4) "Application of Various Production and Reception Measures to a Fluency Evaluation: A Case Report" (Dale F. Williams and Richard S. Saul); (5) "The Transparency of Amer-Ind Code" (Elizabeth A. Markman and others); (6) "Perspectives on the Future of Professional Training in Speech-Language Pathology: An Introduction" (Michael A. Crary); (7) "Professional Education in Communication Sciences and Disorders" (Malcolm R. McNeil); (8) "Report on a Consensus Conference in Medical Speech-Language Pathology" (Michael E. Groher); (9) "Present and Future Trends in Graduate Education" (Betsy P. Vinson); (10) "(Re)Training Practicing Clinicians: Clinical Education: Clinical Education/Clinical Competencies" (Michael A. Crary); and (11) "The Role and Practice of Clinical Specialty Recognition in the Future Training of Speech-Language Pathologists and Audiologists" (Leslie J. Gonzalez Rothi). (Articles contain references.) (CR)

ED 438 685   EC 307 708

Langhans, Joseph J., Ed.
Florida Journal of Communication Disorders, 1997.
PUB DATE- 97
NOTE- 55p.; Published annually. Formerly, "Florida Language, Speech and Hearing Association Journal."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Adults; Alzheimers Disease; Aphasia;
  Audio Equipment; Audiology; Auditory Tests; Bilingual Students;
  Children; Communication Skills; Cubans; Evaluation Methods;
  Hearing Aids; *Hearing Impairments; Hispanic Americans;
  *Intervention; *Language Impairments; Pantomime; Phonology;
  Screening Tests; *Speech Impairments; *Speech Language
  Pathology; Voice Disorders
IDENTIFIERS- Florida; Transsexuals
  This annual volume is a compilation of traditional articles, poster publications and clinical reports addressing speech and language impairments and intervention. Featured articles include: (1) "Pantomime Recognition and Pantomime Expression in Persons with Aphasia" (Joseph J. Langhans); (2) "Bilingual Classroom Discourse Skills: An Ethnographic Study" (Alejandro Brice and others); (3) "Disordered Cuban Spanish and American English Phonology" (Alejandro Brice and Alina de la Paz); (4) "Open Water Caloric Reference Values" (Frederick E. Cobb); (5) "Specificity in a Universal Hearing Screening Protocol: A Poster Publication" (Brett E. Kemker and others); (6) "'The Salesman Told Me This Was the Right Microphone?!' A Tutorial in Reading and Interpreting Microphone Specifications for Accurate Voice Recording: A Poster Publication" (Wesley A. Bulla and Edie R. Hapner); (7) "Effectiveness of an Adhesive Wax Guard for ITE Hearing Aids: A Poster Publication" (Sook Yul Ahn and others); (8) "Unusual Dysfluency: Repetitions in Final Position in an Adolescent Boy. A Poster Publication" (Brian D.

grand blueprint for a new national language policy. Instead, it decided to encourage a democratic and participatory process to explore the issue. Papers in the book are as follows. Section 1, "General Introduction," includes: "Process and Participation, Not Blueprints" (David Brown). Section 2, "The Legal Framework-the Constitution and Language in Education," includes: "The Constitution and the Bill of Rights: Their Implications for Language Education" (Matthew Chaskalson); and "The Legal Role of the Provinces in Language Policy and Education" (Brendan Barry). Section 3, "The Nature of Language Policy and Process: the Pan South African Language Board and the National Department of Education," includes: "Functions of the Pan South African Language Board" (Khethiwe Marais); and "Language Education Policy and the National Education Department" (Neville Alexander). Section 4, "Language Policy and Practice at School Level," includes: "The ELTIC English Language Teaching Information Centre Project" (Dodds Pule); "Researching the Language Context for Language Policy Decisions at School Level" (Sarah Slabbert); "Language Education and the Policy Process in KwaZulu-Natal" (Mervyn Ogle); and "Language as a Subject" (David Gough). Section 5, "Language Policy and the Publishing Industry," includes: "What Will Books Look Like? How Will We Teach? A Practical Look at Language Policies" (Kate McCallum). Two appendices are included: "Extracts from the South African Constitution" and "Extracts of Language Clauses in Provincial Education Legislation." (KFT)

ED 438 708 FL 025 569

McNeely, Sharon L.
Title VII Special Alternative Grant, BRIDGES: Collaborative Teaching in Bilingual and ESL. Year Three-Plus, 1997-1998. Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Bilingual Teachers; Bilingualism; Elementary Secondary Education; *English (Second Language); *Evaluation Methods; Language Teachers; *Limited English Speaking; Literacy; Parent Participation; Program Evaluation; School Community Relationship; Second Language Instruction; Second Language Learning; *Staff Development; Teacher Education; Teacher Student Relationship; Teaching Skills; *Team Teaching
IDENTIFIERS- *Cicero School District 99 IL

This document presents the evaluation results for Cicero Public School District #99 (Illinois) in the third year of funding for a special alternative federal grant which provides collaborative teams of bilingual and English-as-a-Second-Language (ESL) teachers the means to support each other, their students, and the parents of their students through training, collaboration, and development of materials and resources. In the course of this evaluation, teachers responded to surveys, on-site visits were conducted by the external evaluator, and additional data, both quantitative and qualitative, were collected and analyzed. Among the purposes of this project were to increase literacy development for students designated Limited English Proficient (LEP); to develop LEP students' literacy skills in areas of English, math, and science; and to increase the professional development opportunities and instructional repertoires of bilingual teachers of LEP communication in languages other than English; gaining knowledge and understanding of other cultures; connecting with other disciplines and acquiring information; learning to compare and develop insights into the nature of language and culture; and learning to participate in multilingual communities in the United States and around the world. The emphasis and focus of this approach is on developing competency and proficiency in the target language. The book includes a statement of philosophy, surveys foreign language study in the United States, discusses standards for foreign language learning, and then lays out and discusses in detail the organizing principles of the "five Cs." This is followed by conclusions, a description of various learning scenarios, a catalog of frequently asked questions, and two appendices (one providing references and suggested further readings, the other listing project personnel). Standards are listed for each of the following languages: Chinese, classical languages, French, German, Italian, Japanese, Portuguese, Russian and Spanish. (KFT)

ED 438 727   FL 026 165

Walqui, Aida
Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary School. Topics in Immigrant Education 4. Language in Education: Theory and Practice 94.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 00
NOTE- 255p.; For other volumes in this series, see ED 421 017-019.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Access to Education; Bilingual Education Programs; *English (Second Language); *Immigrants; Instructional Innovation; Language Acquisition; Language Minorities; Limited English Speaking; Program Descriptions; Program Design; Second Language Instruction; Second Language Learning; Secondary Education; Secondary School Students; *Teaching Methods

This book describes the characteristics of secondary schools in the United States that make it difficult for immigrant students to succeed. These include the following: fragmented school days and instructional programs in which English-as-a-Second-Language and content area teachers work in separate departments and rarely interact; the complex system of courses and of graduation and college entrance requirements; the practice of placing students in classes chiefly according to age, and tracking students learning English into courses that may not grant the credits they need; and inadequate methods to document student achievement. Six high school students (from El Salvador, Brazil, Haiti, Russia, Mexico, and Vietnam) are profiled. Common misconceptions about adolescents' second language acquisition and academic skills are addressed, and what current research reveals about these problems are discussed. Ten priorities for the design of programs that can foster effective teaching and learning for immigrant youth are put forth, including creating a community of learners in the classroom and ensuring immigrant students are part of that community, contextualizing new ideas and tasks, and giving

IDENTIFIERS- *Boise State University ID

This brochure, published by the College of Business & Economics at Boise State University, gives a brief description of the various programs and initiatives undertaken during 1998. The brochure begins with a statement of the College's vision, mission, and values and beliefs about learning, education, and people. Following are brief descriptions of notable activities and initiatives, beginning with a message from the dean and going on to cover business endowments, marketing and finance, accountancy, graduate programs, economics, technology, an international business consortium, the Idaho Council on Economic Education, the Idaho Small Business Development Center, computer information systems and production management, the Center for Management Development, two alumni sketches, student activities and services, enrollment and budget, and lists of faculty, advisory councils and boards, and donors. (CH)

ED 438 747   HE 032 833

Points of Distinction: A Guidebook for Planning & Evaluating Quality Outreach.

PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Community Involvement; Delivery Systems; Educational Resources; *Evaluation Criteria; *Faculty Development; Higher Education; Linking Agents; Organizational Objectives; *Outreach Programs; Participative Decision Making; *Planning; *School Community Programs; State Universities
IDENTIFIERS- Community Service; *Michigan State University

This guidebook, prepared by a faculty committee at Michigan State University (MSU) in 1995-96, is intended to encourage discussion of quality outreach among faculty, staff, administrators, and university collaborators. Its specific purpose is to develop an understanding of what constitutes quality outreach, to enhance unit-level planning for outreach, and to communicate both internally and externally about outreach activities. The book is organized in three sections: (1) academic unit planning and evaluation (context for outreach planning and evaluation, planning unit outreach, and evaluating quality outreach); (2) documenting and evaluating individual faculty (criteria for measuring quality outreach, merit salary increases and promotion/tenure decisions, reporting faculty excellence in outreach, and faculty development in outreach); and (3) evaluating quality outreach, including a four-dimensional matrix that examines significance, context, scholarship, and impact. Seven appendixes provide various tools for defining, planning, and evaluation: a description of the MSU model; outlines for unit planning and priority setting; rewarding quality outreach; evaluating unit outreach; developing faculty outreach portfolios; evaluating individual outreach; and resource materials. Also appended is a glossary. (Contains 18 resources.) (CH)

ED 438 748   HE 032 834

University Outreach at Michigan State University: Extending Knowledge To Serve Society. A Report by the Provost's Committee on University Outreach.

to profile the role orientations of faculty governance unit leaders, and to determine if these orientations differed under conditions of communication apprehension (how a unit leader interacts with others) or were dependent on the type of institution. Respondents (n=223) were chosen from a random sample of 100 institutions in each of three groups: research universities; teaching-focused institutions, including comprehensive colleges and universities and liberal arts colleges; and community, junior, and technical colleges. Two different communication apprehension instruments were used to determine apprehension levels in oral and written communication. The study found that the majority (65 percent) of faculty governance unit leaders perceived themselves as process-oriented, that is, facilitating the operation of the unit by setting agendas, scheduling meetings, and other activities; thirty-five percent perceived themselves as task-oriented, dealing with specific programs of work or themes. For all three types of institutions, communication apprehension levels were identified in the moderate to normal range, indicating that many governance unit leaders serve out of a sense of responsibility and professional obligation rather than out of a desire to pursue a specific agenda. (Contains 13 references.) (RH)

ED 438 767 HE 032 769

Newman, Richard E.; Miller, Michael T.; Bartee, Jana G.
Faculty Involvement in Intercollegiate Athletic Governance.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Standards; *College Athletics; College Curriculum; College Governing Councils; College Planning; *Extramural Athletics; Faculty College Relationship; *Faculty Organizations; Faculty Workload; *Governance; Higher Education; Opinions; *Participative Decision Making; Policy Formation; Student Improvement; *Teacher Role
IDENTIFIERS- *National Collegiate Athletic Association

The inability of higher education institutions to self-regulate "big time" college sports has focused attention on issues such as academic integrity, gender equity in sports offerings, and students' academic progress towards degrees, and has resulted in increased oversight by the National Collegiate Athletic Association (NCAA) on this important source of institutional revenue. There has also been a trend towards moving athletic operations away from faculty. Using a three-round Delphi survey technique, this study surveyed 15 athletic directors and 15 faculty senate presidents at leading NCAA Division I programs, asking the following question: "Please identify the methods, means, and techniques by which faculty should be involved in the administration or governance of intercollegiate athletics." It also asked for five or more specific ways to include faculty authority through an athletic council with power to make recommendations to a president. Twenty-three of the 30 participants identified 48 techniques by which faculty could be empowered in intercollegiate athletic governance. The strategies identified were largely traditional in nature, and included reviewing student academic support services; comparing graduation rates, retention, and academic performance of student-athletes to the general student population; and cooperative review of proposed NCAA legislation regarding computers at home; teachers' use of computers at school; new teachers' comfort level with e-mail; technology-related inservice training experiences of new teachers; the role of the school in providing adequate training and support; new teachers' preferred sources of information; and educational publications, associations, and conferences. Following a concluding section, 116 tables are appended. (AEF)

ED 438 788   IR 019 914

Junion-Metz, Gail
Coaching Kids for the Internet: A Guide for Librarians, Teachers, and Parents. Internet Workshop Series Number 9.
PUB DATE- 00
NOTE- 306p.; Accompanying PC- and Mac-compatible diskette are not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Children; Computer Literacy; Computer Mediated Communication; Computer Oriented Programs; Computer Uses in Education; Elementary Secondary Education; Guidelines; *Internet; Online Searching; *World Wide Web
IDENTIFIERS- *Computer Use

This book provides guidance in how to help children use the Internet for learning and fun. The book is divided into three sections. The first section, "Get Ready: The Internet and Its Tools," includes basic information and practice exercises related to the Internet's many tools. Also included is a large subsection on the World Wide Web, which contains an explanation of Web concepts, two illustrated tutorials on how to use Netscape and Internet Explorer, two subsections on Web search tools for adults and children, and evaluation techniques. There are also brief sections on e-mail, newsgroups, Internet Relay Chat, virtual worlds, Telnet, and File Transfer Protocol. The second section, "Get Set: Ideas for Teachers and Trainers," is designed to aid in preparation for teaching the Internet to adults and children. It includes a list of "build-on" Net/Web skills that will help in designing course curricula, writing sample course outlines, identifying advantages and disadvantages of various Internet tools, and finding Internet-based projects for the classroom or library for children. The third section, "Go! Making It Happen," is intended to help in planning for the Internet in the library or school. Information is provided on ideas and issues to discuss with professional staff, the library's trustees, board of education, or concerned community citizens. Appendices contain annotated lists of both print and Internet resources, a glossary of commonly used Internet terminology, "Netiquette Basics," and a chart profiling various Web directories and search engines. Includes an index. An accompanying PC- and Mac-compatible disk includes the over 700 Internet resources described in the book. (AEF)

ED 438 789   IR 019 915

Baylor, Amy L.
Novice Instructional Design (NID) of Text.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (AERA) (San Diego, California, April 13-17, 1998).
LANGUAGE- English

of Congress Classification; Library Technical Processes; *Subject Index Terms
IDENTIFIERS- *Call Numbers; *Library of Congress Subject Headings

This volume contains tables that list Dewey Decimal classification numbers (i.e., call numbers) with corresponding Library of Congress classification numbers and related Library of Congress subject headings. Materials referenced in the conversion tables are the 21st edition of the "Dewey Decimal Classification", the most current edition of the various volumes of the Library of Congress classification schedules, the 1996 edition of "Library of Congress Subject Headings," and the 1994 edition of "Library of Congress Free-Floating Subdivisions." (MES)

ED 438 811 IR 057 636

Scott, Mona L.
Conversion Tables. Volume 3, Subject Headings-LC and Dewey. Second Edition.
PUB DATE- 99
NOTE- 250p.; For Volume 1, see IR 057 634; for Volume 2, see IR 057 635. Set ISBN: 1-56308-596-8; disk version ISBN: 1-56308-597-6.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Cataloging; *Dewey Decimal Classification; *Library of Congress Classification; Library Technical Processes; *Subject Index Terms
IDENTIFIERS- *Call Numbers; *Library of Congress Subject Headings

This volume contains tables that list Library of Congress subject headings with corresponding Library of Congress and Dewey Decimal classification numbers (i.e., call numbers). Materials referenced in the conversion tables are the 21st edition of the "Dewey Decimal Classification," the most current edition of the various volumes of the Library of Congress classification schedules, the 1996 edition of "Library of Congress Subject Headings," and the 1994 edition of "Library of Congress Free-Floating Subdivisions." (MES)

ED 438 812 IR 057 637

Slattery, Charles; Walker, Stephen
A Mentoring Program for New Academic Librarians.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Individual Characteristics; Interprofessional Relationship; *Librarians; Library Administration; Library Education; *Mentors; *Professional Development; Program Development
IDENTIFIERS- Proteges

Mentoring is of proven benefit to a variety of organizations, including academic libraries. A formal mentoring program for library faculty in a medium-sized academic library was created to take advantage of what is offered. Goals and objectives were established, the responsibilities of mentor, protege, and the professional stakeholders were explored, and a list of avenues for development was set out. A contract between the protege and the program formalized the commitment. This paper, describing

(14) "Progress and Prospects for Estonian Libraries" (Sirje Virkus); (15) "The Growing Support Crisis in Federal STI" (R. David Lankes); (16) "Remote Access: The Development of Information Services and Technology in the Global South" (Lucinda R. Zoe); and (17) "Libraries on the Information Highway: Issues and Lessons Learned" (John Carlo Bertot). Includes an index. (AEF)

ED 438 831 IR 057 656

DeMiller, Anne L.
Linguistics: A Guide to the Reference Literature. Second Edition. Reference Sources in the Humanities Series.
PUB DATE- 00
NOTE- 396p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Applied Linguistics; Computational Linguistics; Information Sources; Language; *Linguistics; Mathematical Linguistics; Phonology; Psycholinguistics; Publications; *Reference Materials; Semiotics; Sociolinguistics; World Wide Web
IDENTIFIERS- Web Sites

This guide, with 1,039 annotated listings, covers the reference literature on linguistics beginning with the year 1957 and extending coverage through 1998. A few works published early in 1999 have also been added, and most of the Web sites cited were last checked in early 1999. This new edition has about 500 new entries added since the last edition in 1991. Part 1: "General Linguistics," encompasses the traditional areas of general or theoretical linguistics: historical and comparative linguistics, morphology, phonetics, phonology, semantics, and syntax. Part 2: "Allied Areas," deals with some areas closely allied to linguistics--applied linguistics, mathematical and computational linguistics, psycholinguistics, semiotics, and sociolinguistics. Part 3: "Languages," encompasses works covering many languages as well as those devoted to an individual language or a particular language group. Includes author, title, and subject indexes. (AEF)

ED 438 832 IR 057 657

Wai-man, Wong; Schafer, Steve; Watson, Elizabeth F.; Tai-loon, Fong
ICDE Librarians' Roundtable (Hong Kong, October 11-12, 1999).
SPONS. AGENCY- Dialog Systems, Inc.; World Bank, Washington, DC.; Open Univ. of Hong Kong.
PUB DATE- 99
NOTE- 93p.; ICDE stands for International Council for Open and Distance Education. Also sponsored by Blackwell's Book Service, Chadwick-Healey, Automated Systems, Lam Kin Chung Morning Sun Charity Fund, and Ovid.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Distance Education; Foreign Countries; Higher Education; Information Technology; International Programs; Learning Resources Centers; Librarians; *Library Development; Library Personnel; *Library Services; *Open Education; Staff Development
IDENTIFIERS- Technology Implementation

The International Council for Open and Distance Education (ICDE) Librarians' Roundtable is the first of its kind for librarians

IDENTIFIERS- *Santa Monica College CA
This report contains the following seven parts: (1) Brief History of Santa Monica College (SMC), which summarizes SMC's vision and mission; (2) Development Concepts, which includes the purpose and process of the master plan, design and development principles, preferred concepts, and constituency meetings issues; (3) Final Proposed Master Plan, which describes the master plan concept, program elements, key plan, illustrative plan, aerial perspective, and model; (4) Phasing, which discusses program elements by phase; (5) Other Planning Issues/Satellites, which include discussions on facilities at Madison and the airport, and additional land acquisition on the main campus; (6) Landscape Concept Plan, which includes a project overview, historic background, design principles, and landscape zones; and (7) Parking/Transportation, which discusses parking and access design guidelines, summary of existing parking and access conditions, proposed parking plan, proposed vehicular access and internal circulation plan, proposed service plan, proposed campus shuttle and public transportation, and parking demand and trip generation estimates. Appended at the end of this report are the Infrastructure Impact Assessment Technical Report and Landscape Palette Options. (VWC)

ED 438 952   JC 000 167

Luedtke, Cherry Beth
Distance Education Programs in Texas Community & Technical Colleges: Assessing Student Support Services in a Virtual Environment.
PUB DATE- 99
NOTE- 245p.; Master's Applied Research Project, Southwest Texas State University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Admissions Counseling; *Community Colleges; Counseling Services; *Distance Education; Educational Media; Electronic Libraries; Evaluation; Learning Experience; Nontraditional Education; Online Systems; Participant Satisfaction; *Student Needs; Student Reaction; Teaching Conditions; *Technical Institutes; Two Year Colleges; *World Wide Web
IDENTIFIERS- Texas
This project evaluates the status of distance learning at 54 public, two-year community, and technical colleges in Texas. Data was collected from the Web sites of each of the institutions. The Web site data indicted that 44 of the colleges refer specifically to distance education courses offered. To assess what student support services are available and are utilized electronically, a comparison of traditional campus-based student support services and online services was conducted. Results of this comparison indicated that the same services offered on campus would be beneficial to distance learners. Currently, evidence indicates that there is inadequate online student support service. While informational services are provided, students must go on campus to take advantage of advising and counseling services. Learning resources, such as libraries and electronic databases, were accessible through 77% of the web sites. It was found that interactive technologies, such as e-mail, online request forms, and tutorials are combined with traditional services, such as toll free numbers, to link students to support services.

PUB DATE- 00
NOTE- 13p.; For issues paper number 2, see JC 000 210.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Academic Persistence; Academic Standards; *Access to Education; Admission Criteria; Background; College Role; *Community Colleges; Criteria; Higher Education; Prerequisites; Prior Learning; Qualifications; *Transfer Rates (College)

This document is part of the series, "New Expeditions: Charting the Second Century of Community Colleges," sponsored by the W.K. Kellogg Foundation Initiative. This paper addresses the issues related to access at community colleges. Increases in high school completion rates have generated an enormous demand for higher education, much of which is absorbed at the community college level. Community colleges provide greater access and flexibility to students than any other sector of higher education. Universal accessibility, however, has created challenges for community colleges as they find themselves in the position of defending their identity as college-level institutions. Admission, which requires no minimum grade point average or college admission tests, is part of the flexibility that draws students to community colleges. However, the lack of such requirements means that there is very little data about the different levels of preparation and achievement by students when they enter community colleges. Critics maintain that much community college instruction is conducted at a high school level. The authors argue that providing more information about the personal, academic and work backgrounds of their students will help community colleges to better understand the degree to which they are fulfilling their mission. Five tables include statistics, broken down by race, about enrollment rates, part-time and full-time, at both two-year and four year institutions. (AF)

ED 438 873 JC 000 212

Hirose-Wong, Shannon M.
Gateways to Democracy: Six Urban Community College Systems. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the full report, see ED 434 711.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Basic Skills; Citizenship; *Community Colleges; Community Development; High Risk Students; Higher Education; Immigrants; Job Development; Nontraditional Students; *School Community Relationship; Two Year Colleges; Urban Areas; *Urban Improvement; Urban Population
IDENTIFIERS- ERIC Digests

This digest, drawn from a larger study, looks at six community colleges and community college systems in regard to how they are attempting to serve their urban communities. The author defines urban community colleges as being in or close to major cities, and serving large numbers of economically and educationally disadvantaged students from diverse ethnic groups. In order to provide "gateways to democracy" for all

PUB DATE- 99
NOTE- 16p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Americans; *Cognitive Ability; Cultural Differences; Cultural Influences; Primary Education; *Self Esteem; *Self Evaluation (Individuals); *Student Attitudes; Teacher Attitudes; White Students
IDENTIFIERS- *European Americans

Western and Asian cultures may differentially influence the association between self-esteem and ability among their children. Differences in attributional patterns may contribute to positive self-esteem in European American children that is unrelated to actual performance, and more achievement based self-esteem in Chinese American children. In order to evaluate this possibility, 40 European American and 36 Chinese American children's cognitive self-esteem ratings were compared to teachers' ratings and standardized tests. The results showed that the cognitive self-esteem of European American children was unrelated to teachers' reports of cognitive competence and learning problems. This suggests that European American children do not attend to their performance when making self-evaluations. In contrast, the cognitive self-esteem of Chinese American children was linked to teacher reports. The Chinese American children appeared to be more realistic in their self-perceptions. (Contains 11 references.) (Author/EV)

ED 430 692 PS 027 719

Guberman, Steven R.
Cultural Aspects of Young Children's Mathematics Knowledge.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Context; *Cultural Differences; *Cultural Influences; *Culturally Relevant Education; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Literature Reviews; Mathematical Aptitude; *Mathematics; Mathematics Achievement; Mathematics Activities; Mathematics Education; *Mathematics Skills; Racial Differences; Social Differences
IDENTIFIERS- Mathematical Ability

This literature review asserts that although findings indicate that children from a wide array of cultures and circumstances acquire similar mathematical understandings with little formal instruction, there is also substantial evidence that mathematical knowledge varies across social classes and cultural groups. The paper explores the literature devoted to explaining cultural differences in children's mathematics knowledge, including: (1) cultural variations in young children's mathematical activities (for example, Brazilian street children's competence with currency but not written numbers); and (2) linguistic variations in number systems. Educational implications are also considered. The paper concludes by noting that from the perspective of culturally-relevant instruction, racial and ethnic group differences in young children's mathematics knowledge reflect variation in the opportunities children have to engage in mathematical approximately three-quarters of the way through their first 13 months of STW implementation. Profiles are provided in alphabetical order and provide a brief description of the status of partnership activities and accomplishments to date. Each profile consists of the following seven components: (1) partnership name; (2) site visit date; (3) school profile; (4) employers/Governor's Strategic Partnership for Economic Development representation; (5) goals 1-6: system governance and partnership development, program coordination and integration, technical assistance, community involvement, public awareness, and system evaluation; (6) discussion (partnership assets, partnership challenges); and (7) summary and suggestions. (YLB)

ED 438 405   CE 079 689

Lasonen, Johanna, Ed.
Workforce Preparation in a Global Context. Occasional Papers 8.
PUB DATE- 99
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Education; Access to Education; Adult Basic Education; Adult Literacy; Articulation (Education); Case Studies; College Preparation; Comparative Analysis; Developed Nations; Developing Nations; *Education Work Relationship; Educational Cooperation; Educational Needs; Educational Policy; Educational Quality; Educational Research; Employment Qualifications; Entrepreneurship; Foreign Countries; Futures (of Society); *Global Approach; International Programs; *Job Training; Labor Force Development; Labor Market; Lifelong Learning; Literacy Education; National Programs; Needs Assessment; Networks; Partnerships in Education; Postsecondary Education; Program Design; Public Policy; Regional Pl Asia Pacific Region; Australia; Business Incubators; Canada; Europe
IDENTIFIERS- Asia Pacific Region; Australia; Business Incubators; Canada; Europe

This document contains 21 papers and an introduction on work force preparation in a global context. The following papers are included: "Introduction" (Johanna Lasonen); "Access of Girls and Women to Vocational Education: Implications for the Workplace in Swaziland" (Comfort B. S. Mndebele); "Intersectoral Approaches to Literacy and Vocational Education and Training: The Case of the Sudan" (Sidiga A. Rahim Washi); "Women's Education in the Sudan" (Sidiga A. Rahim Washi); "Research Development and Challenges of the 21st Century for Vocational Education and Training: Canadian Experience" (Marcelle Hardy); "The Business Incubation Concept: Global Possibilities for Vocational-Technical Education" (Victor M. Hernandez-Gantes); "Implementing Education and Training Policies in the United States: A Case Study" (Curtis R. Finch); "A Study on the Development of Further Extensions in Vocational Education and Training in Taiwan, ROC (Republic of China)" (Ming-chung Chiang, Dar-chin Rau); "Networking between Business and Educational Institutes in Taiwan, ROC" (Dar-chin Rau, T. T. Hwang); "Knowledge-Based Cooperation in Vocational Education, University and Industry in Australia" (Matt Ngui); "Strategies for Promoting Parity of Esteem between Vocational and Academic Education" (Johanna Lasonen); "Qualifications with a Dual Orientation towards Employment and Higher Education--Innovative Schemes in Seven European Countries" (Sabine Manning); "'Bildung' through Vocational Education" (Matti Vesa Volanen); "Shaping the Work Life--A Future Oriented Way of Lifelong them to implement adult high school programs more effectively, in compliance with the State of Florida Adult High School Course Curriculum Framework. The paper addresses the following five areas: (1) purpose and terminology; (2) course matrix, including literacy completion points; (3) student eligibility and assessment, with entrance criteria and graduation requirements; (4) the instructional program and certification requirements for adult education instructors; and (5) acronyms. A directory of technical assistance directors and consultants organized by the five regions of the state, and a state-level staff directory are included in the paper. (KC)

ED 438 424 CE 079 713

General Educational Development Program. Technical Assistance Paper.
PUB DATE- 00
NOTE- 38p.; For other technical assistance papers, see CE 079 711-715. Prepared by the Adult General Education Task Force of Practitioners in conjunction with the Florida Department of Education, Division of Workforce Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; Adult Students; Classroom Techniques; *Course Content; Definitions; *High School Equivalency Programs; Job Training; Literacy Education; State Programs; *State Standards; *Student Evaluation; *Teacher Qualifications; *Teaching Methods
IDENTIFIERS- *Florida; *General Educational Development Tests

This technical assistance paper is designed to provide local adult education administrators and teachers in Florida with information to help them more effectively implement General Educational Development (GED) programs, which are designed to help students pass the Official GED Test and become successful employees in the world of work. The paper addresses the following four areas: (1) purpose and terminology; (2) course matrix, including literacy completion points and correlation with Florida state standards; (3) student eligibility and assessment, with entrance and exit criteria; and (4) the instructional program and certification requirements for adult education teachers. Two appendixes that provide acronyms, rules, and the state standards correlations are included, as are technical assistance directors and consultants organized by the five regions of the state, and a state-level staff directory. (KC)

ED 438 425 CE 079 714

Vocational Preparatory Instruction Program. Technical Assistance Paper.
PUB DATE- 00
NOTE- 17p.; For other technical assistance papers, see CE 079 711-715. Prepared by the Adult General Education Task Force of Practitioners in conjunction with the Florida Department of Education, Division of Workforce Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

were returned. The study found that implementation ranges between somewhat adequately and inadequately and is subject to more restraining effects than driving effects. Path analysis determined that the variables with the strongest direct and indirect effect on implementation were knowledge of the perspectives, knowledge gained, personal relevance, and general support from all stakeholders. Forces contributing to lack of knowledge included the following: (1) failure to use high school instructional materials on international agriculture; (2) lack of emphasis on the importance of world trade in university-level agricultural education teacher-training programs and in-state secondary programs; and (3) no interaction between agriscience teachers and stakeholders to enhance teachers' awareness of economic benefits. Measurement error and low response rate limit the study. (Contains 81 references.) (KC)

ED 438 442 CE 079 750

AGORA--IV. The Low-Skilled on the European Labour Market: Prospects and Policy Options. Towards a Minimum Learning Platform (Thessaloniki, Greece, October 29-30, 1998). CEDEFOP Panorama.
PUB DATE- 00
NOTE- 79p.; For AGORA I, see ED 421 621, and, for AGORA II, see ED 425 330. The Project Coordinator is Eric Fries Guggenheim.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Basic Skills; Developed Nations; *Education Work Relationship; *Educational Needs; Foreign Countries; *Job Skills; Literacy; *Policy Formation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Europe

This booklet describes the proceedings of the fourth AGORA conference in Greece conducted by a European team of the Newskills project. (The Newskills project examines the employment prospects of those with a low level of formal education in Europe, and aims to raise awareness of the importance of a minimum learning platform after consultation with the social partners.) In addition to an agenda of the meeting, an introduction, and a summary paper, the following papers are included: "New Job Skill Needs and the Low-Skilled: A Summary" (Eugenia Kazamaki Ottersten); "Developments in Industrial Technology and Production: Competence Requirements and the Platform Theory of On-the-Job Learning" (Gunnar Eliasson); "The Idea of a Minimum Learning Platform?" (Hilary Steedman); "The Concept of a Minimum Learning Platform: Educational Contents and Methods for Improving the Low-Skilled" (Arthur Schneeberger); "Achieving a Minimum Learning Platform for All: Critical Queries Influencing Strategies and Policy Options" (Roberto Carneiro); "Arriving at a Minimum Educational Platform for All: The Political Options and Strategies." What Sort of Compulsory Schooling? What Curriculum: How To Achieve a Minimum Educational Platform for All" (Jordi Planas). The report also includes an account of seminar discussions, a summary of seminar conclusions on the minimum learning platform, a list of participants, and a list of papers produced as part of the Newskills project. (KC)

ED 438 443 CE 079 751

Merrill, Barbara
The FE College and Its Communities.

DESCRIPTORS- *Basic Skills; Competence; *Education Work Relationship; *Employer Attitudes; Employment Qualifications; Entry Workers; Secondary Education; *State Surveys; *Vocational Education
IDENTIFIERS- Employer Surveys; *Nevada; *Secretarys Comm on Achieving Necessary Skills

The perceptions of southern Nevada employers regarding the importance of the Secretary's Commission for Achieving Necessary Skills (SCANS) workplace basic skills were examined in a survey that was administered to a random sample of southern Nevada businesses. Of the 415 employers who completed the survey, 313 (75.4%) believed that the SCANS skills adequately identified necessary skills for entry-level employment. The percentages of employers who believed that the SCANS skills adequately identified necessary skills in selected specific skill areas were as follows: resource competencies, 60%; interpersonal competencies, 91.6%; information competencies, 86.5%; systems competencies, 52.8%; technology competencies, 54.5%; basic skills, 95.9%; thinking skills, 92.8%; and personal quality skills, 96.1%. Employers were also asked whether their current employees possess the SCANS skills and competencies. An analysis of the results revealed the following levels of disparity between entry employees' need for and possession of SCANS skills in selected areas: thinking skills, 32.8%; personal quality skills, 30.1%; basic skills, 27.5%; interpersonal competencies, 26.5%; information competencies, 23.4%; technology competencies, 16.7%; systems competencies, 11.8%; and resource competencies, 6.5%. Approximately 80% of responding firms considered SCANS skills and competencies among entry-level employees very important to/necessary to their firm's productivity and profitability. (Contains 20 references.) (MN)

ED 438 461   CE 079 785

Gaither, Linda
Murder They Wrote. A Cross-Curricular Cooperative Learning Experience.
PUB DATE- 99
NOTE- 110p.; Presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999). Presented with Larry Higgins and Karen Blessman.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Behavioral Objectives; *Career Education; Communication Skills; *Cooperative Learning; Critical Thinking; *Education Work Relationship; Equipment Utilization; Experiential Learning; *Fused Curriculum; High Schools; Laboratory Equipment; Laboratory Procedures; Learning Activities; Lesson Plans; Problem Solving; Simulation; *Vocational Education
IDENTIFIERS- *Criminal Investigations; *Forensic Science

This document contains a cross-curricular cooperative learning experience that is designed to give high school students career and technical educational experiences in the areas of forensic sciences and criminalistics by doing the forensic work to "solve" a fictitious murder. The activities included in the cooperative learning experience are designed to enable students to accomplish the following objectives: (1) see the interrelationships between various academic disciplines; (2) learn to manipulate various laboratory equipment used in

This document, which is intended for vocational educators, contains the materials needed for an individual learning project designed to help students prepare for successful employment. The document begins with a scenario for the project, which is designed to help students develop the skills required to find employment and requires them to complete the following tasks: (1) write personal and career goals; (2) conduct a job search; (3) prepare a resume; (4) complete a job application; (5) write a letter of application; and (6) prepare for the employment interview process. The next section of the document is a detailed project plan that lists the steps entailed in each of the six tasks students are expected to perform, and also includes lists of print and Internet resources to assist students in completing the individual tasks. Concluding the guide are descriptions of the project tools and learning environment. Appendixes constituting nearly 50% of the document contain the following items: goal setting form; job search form; resume format; practice job application form; example letter of application; a list of frequently asked interview questions; and project evaluation form for teachers. (MN)

ED 438 480   CE 079 839

Success Stories: Spreading the Word. Final Report. FY 1998-1999.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 65p.; For the 1997-1998 final report, see ED 427 231. Appended are a Teacher's Guide and the 1999 Success Stories Booklet. Project Director was Sherry Royce.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Classroom Techniques; Demonstration Programs; Information Dissemination; *Literacy Education; Personal Narratives; Program Development; Program Effectiveness; *Recognition (Achievement); *Statewide Planning; Student Attitudes; Success; Teaching Guides; Technical Assistance
IDENTIFIERS- *Pennsylvania; 353 Project

A special demonstration project was undertaken to provide technical support to a Pennsylvania program that identifies and honors outstanding adult basic education and literacy (ABLE) students throughout the state. Included among the project's outcomes were the following: (1) publication of a Success Stories booklet titled "Spreading the Word" that features the success stories of 10 ABLE students who were recognized as outstanding adult learners at the 1999 midwinter conference of the Pennsylvania Association for Adult and Continuing Education; (2) development and field testing of a teacher's guide that includes educational strategies and learning activities designed to enable ABLE teachers and tutors to use the booklet "Spreading the Word" as an instructional tool with adult learners in classroom and tutoring situations at all levels of ABLE; (3) dissemination of the Success Stories booklet to Pennsylvania legislators to increase their awareness of the role that ABLE plays in helping Pennsylvania citizens overcome educational barriers and become role models in their communities; and (4) dissemination of information about the Success Stories project to local media, employers, community agencies, and local governments. Also included are the booklet

American Counseling Association (Washington, D.C., March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Client Relationship; *Family Counseling; Females; *Feminism; Milieu Therapy; *Sex Role; Theory Practice Relationship; *Therapy

This paper describes a qualitative study involving in-depth interviews with women who identify themselves as feminist family therapists. It includes a summary of the themes identified in these three questions: How did you become a feminist family therapist? How do you DO feminist family therapy? What does it mean to be a feminist family therapist? A four-step model of feminist family therapy identity development emerged from the data. The model includes development of a personal sense of identity as feminist, awareness of sexism in the family therapy field, integration of feminist values into family therapy, and consolidation of personal and professional identity. Five components of the model are: (1) encourage a nonhierarchical client-therapist relationship, (2) include gender as a topic in therapy, (3) encourage egalitarian relationships, (4) affirm women, and (5) empower clients to change and support social change. The paper discusses the necessity of consciousness-raising experiences to bring about an awareness of sexism in family therapy and theory, as well as the assurance that feminists do not exclude men when they talk about empowerment and equality. (Contains 11 references.) (JDM)

ED 438 500 CG 029 813

Public Awareness Ideas and Strategies for Professional Counselors. For Use during Counseling Awareness Month and throughout the Year.
PUB DATE- 00
NOTE- 59p.; For the 1999 edition, see ED 434 282.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Counseling Services; *Professional Associations; *Public Education
IDENTIFIERS- *American Counseling Association

The 2000 edition of this annual guidebook presents a range of different ideas and strategies to help counselors promote greater public awareness of the profession during Counseling Awareness Month (April) and throughout the year. The eight categories included are: (1) Celebrating Counseling Awareness Month; (2) Promoting Public Awareness in April and Throughout the Year; (3) Group Participation in Civic and Charitable Activities; (4) Participating in Professional Organizations; (5) Delivering Speeches and Presentations; (6) Working with the Media; (7) Participating in Counseling Awareness Month; and (8) Helpful Resources for Use in Public Awareness Materials. (JDM)

ED 438 501 CS 013 783

Heistad, David
Teachers Who Beat the Odds: Value-Added Reading Instruction in Minneapolis 2nd Grade Classrooms.
PUB DATE- 99

DESCRIPTORS- Action Research; Cooperative Learning; Cross Age Teaching; Grade 1; Grade 2; *Instructional Effectiveness; Multiple Intelligences; Primary Education; *Reading Achievement; *Reading Improvement; Reading Instruction; Rural Education; Tutoring; *Writing Achievement; Writing Improvement; Writing Instruction

This study describes a program designed to increase academic achievement in reading and writing among first and second grade students in a rural, middle-income area. Evidence for the existence of the problem includes reading comprehension tests, observation checklists for reading skills and reading behaviors, and writing samples. Analysis of probable cause data suggests inadequate achievement in reading and writing can be broken down into three categories: educational issues, family issues, and mass media use. A review of the solution strategies suggested by the professional literature, combined with an analysis of the settings of the problem, resulted in the selection of a three-pronged problem-solving approach incorporating lessons built on cooperative learning and multiple intelligences combined with cross-age tutoring to increase academic achievement in reading and writing. Based on the presentation and analysis of the data on improving achievement in reading and writing, the students showed a marked improvement in these areas. Cooperative learning aided the students in being successful through peer interaction. Since students learn in a variety of ways, the multiple intelligences lessons catered to the students' ways of learning. Cross-age tutoring played a key role in improving the students' reading and writing skills. The second grade students took on the teacher role when assisting the first graders in various lessons. Self-esteem improved in both grade levels and they looked forward to working together. As a result of cooperative learning, multiple intelligences, and cross-age tutoring, the students' academic achievement in reading and writing improved in all areas. Contains 23 references, and a table and 12 figures of data. Appendixes contain writing samples, checklists, evaluation measures, and lesson plans. (Author/RS)

ED 438 519   CS 013 884

Costa, Melynda Blaylock; Skeen, Janice C.
Increasing Reading Comprehension in the Middle School.
PUB DATE- 99
NOTE- 105p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Grade 7; *Instructional Effectiveness; *Middle Schools; *Reading Comprehension; *Reading Improvement; Reading Research; *Reading Strategies

This report describes a program for increasing student reading comprehension. The targeted population consisted of seventh grade students in a growing middle class community located in Illinois. The problem of low reading comprehension was documented through teacher, student, and parent surveys. In addition, reading interest inventories, and teacher-made comprehension assessment materials, were utilized in identifying and documenting this problem. Analysis of the probable cause data revealed that a number of factors related to low reading comprehension. Among the causes are a lack of prior knowledge and background knowledge, and a lack of

ED 438 541 CS 216 997

Sanacore, Joseph
Promoting Effective Literacy Learning in Minority Students by Connecting Teacher Workshops to the Comer Process.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; *High Risk Students; Higher Education; Instructional Effectiveness; *Literacy; *Minority Group Children; *Staff Development; Teacher Workshops
IDENTIFIERS- *Comer School Development Program

This paper suggests some things caring educators can do to promote quality instruction that prevents, or at least lessens, the incidence of school failure in minority children. The paper first describes the James Comer School Development Program, which connects minority children to caring adults. The program focuses on community, parents, church, and school as valuable resources for developing students' psycho-emotional, social, and intellectual aspects of learning. It then incorporates the School Development Program with staff development efforts to promote effective literacy learning for the children of the Westbury (New York) School District. Some of the staff development efforts discussed in the paper are monthly grades 3-5 staff workshops, as well as observation and participation in classroom lessons by university educators. The paper outlines the following recommendations from workshop participants: faculty from the C.W. Post School of Education should conduct comparable workshops for the K-3 staff so that all elementary teachers are on the "same page"; Westbury staff is encouraged to connect workshop activities to curriculum development and to align curricular outcomes to the New York State Education Department's standards for English language arts; college faculty should continue to nurture Westbury's learning environments; college faculty and Westbury staff need to develop stronger partnerships with parents so that all key players are supporting children's literacy learning; and both formal and informal assessment should be administered to determine the effects of professional development and parental involvement on student achievement. (Contains 51 references.) (NKA)

ED 438 542 CS 216 998

Brandenburg, Maryanne
The Treasures of Plato's "Phaedrus": A Creative Interpretation for Teaching and Learning in Modern Day.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Literary Criticism; *Persuasive Discourse; *Philosophy; *Reader Text Relationship; *Reading Comprehension
IDENTIFIERS- *Phaedrus; *Plato of Athens; Symbolic Analysis; Textual Analysis

This paper reflects upon Plato's "Phaedrus" from a background in education and experience teaching written business

Instruction; *Writing Processes; Writing Research; *Writing Workshops

The data gathered for this study does not support the hypothesis that second grade students, when they write, do not borrow characters, settings, elements of a story, authors' styles and information from nonfictional literature. Students writings were studied to determine the extent of the borrowing, and to answer the questions: (1) Did the students borrow the names of characters from literature to use for their own stories? (2) Did the students use the setting of a known story and change it into their own work? (3) Did the students use elements from a story, such as retelling and actual story into their own words? (4) Did the students use a particular style known to an author to enhance their own story? and (5) Did the students use information from a nonfiction book for use in their own story? The hypothesis was rejected after the data was analyzed. The students did, in fact, borrow ideas from the literature that they read as they wrote their own stories during Writer's Workshop. An appendix contains a tally sheet. Contains 25 references and 2 tables of data. (Author/RS)

ED 438 563 CS 217 023

Rios, Daisy M.
Gender Differences in Spelling Achievement.
PUB DATE- 00
NOTE- 37p.; M.A. Research Project, Kean University. Colored bar graphs in the appendixes may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Inner City; Postsecondary Education; *Reading Attitudes; *Sex Differences; *Spelling; Vocational Education

In this study, gender differences in spelling achievement were investigated for young adults (ages 17 to 21). Performances of males and females on standardized and written spelling tests were compared. All of the 40 students (20 males and 20 females) are from a low-economic, inner city, vocational program. The students were also given a questionnaire to determine their reading attitudes. The females, on the whole, performed better on both tests, but the difference was not significant. Their attitudes towards reading were consistent with their spelling scores. Appendices contain 7 colored bar graphs of data. (Contains 16 references and 2 tables of data). (Author/RS)

ED 438 564 CS 217 024

Nixon, Holly
The Effects of Reading Serial Books on Children's Appreciation for Quality Literature.
PUB DATE- 00
NOTE- 40p.; M.A. Research Project, Kean University. Appendixes, which are not available from ERIC, contain copyrighted materials.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Grade 6; *Independent Reading; Intermediate Grades; Literature Appreciation; *Reading Attitudes; *Reading Interests; Reading Material Selection; Reading Research; Student Attitudes
IDENTIFIERS- *Series Books

In this study it was hypothesized that if a young reader

Standards and Activities for Listening Competencies at the
Secondary Level. Proposed ILA Standards & Activities.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Evaluation Methods; *Listening; *Listening Comprehension; *Listening Skills; Secondary Education; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Communication Competencies; *International Listening Association; National Communication Association

It is accepted that a secondary school graduate should be able to communicate, i.e. to be competent in the language skills of speaking, listening, reading, and writing. However, most state departments of elementary and secondary education fail to identify the skill of listening. Although federal recognition of listening as a language skill came in the 1978 "Elementary and Secondary Education Act" (along with speaking) as a measure of literacy and basic competency for graduates, little attention has been given to "listening." A 1990 survey indicated that 35 states had developed curriculum for teaching listening skills; however, only 12 states had developed listening assessment procedures. The National Communication Association (NCA) has been developing listening competencies and standards along with those for speaking. NCA presents its standards for a competent listener through "knowledge," "behaviors," and "attitudes." The International Listening Association (ILA) outlines five standards and lists listening experiences and activities which complement each standard. The secondary school graduate should: (1) understand the listening process; (2) have developed the skill of discriminative listening in regard to phonemic, semantic, and linguistic elements; (3) have developed the skill of comprehensive listening; (4) have developed the skill of critical listening; and (5) have developed the skill of relationship listening. (NKA)

ED 438 587 CS 510 251

Khadka, Netra B.
Participatory Communication as an Alternative Paradigm for
Nutrition Communication in Nepal.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Conference of the International Communication Association (50th, Acapulco, Mexico, June 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Developing Nations; *Development Communication; Field Studies; Foreign Countries; Group Discussion; *Nutrition
IDENTIFIERS- Development Education; Dialogic Communication; Field Analysis; *Nepal

The notion of participation of people in their own development has been increasingly gaining momentum as a means of human empowerment and development. Many development scholars and experts have argued that people are the real source of information in their own development, and that their participation is essential across all phases of a development project: planning, implementation, and evaluation. Despite this, many development projects still adhere to donor or appendices list GAAP estimates of expenditures, problems with proficiency examinations, and other concerns. (Contains 50 references and notes.) (RJM)

ED 438 606   EA 030 241

Calderwood, Patricia E.
Supporting Community in Schools: The Relationship of Resilience and Vulnerability.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Detroit, Michigan, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; Community Development; *Educational Environment; Elementary Secondary Education; *School Culture; Student Behavior; Student Welfare

This paper examines the role of community in education. It focuses on the relation between vulnerability and resilience and how this dialectic is fundamental to the workings of community. Community without vulnerability is impoverished since it offers no chance to build resilience. However, vulnerabilities may be perceived as flaws that could be attended to as dangers, imperiling the well-being of community. To explore these ideas, communities at a public urban college, a private Catholic elementary school, an all-girls private Catholic high school, and a restructured public middle school were studied. In each site, community emerged as an important construct for the participants, though its meanings and practices differed. Each group was able to create four conditions (group identity, accounting for internal diversity, ways to learn how to become competent, and celebrations) that are recognized as community. Each site constructed its group identity in a different way, and the success of learning the norms of community varied. Three of the groups built resilient communities, whereas a fourth group could not find a satisfactory resolution in dealing with internal differences. A community's robustness or fragility may be measured by its ability to tolerate fractures while maintaining collective strengths. (Contains 31 references, 6 tables and 5 figures.) (RJM)

ED 438 607   EA 030 242

Shokraii, Nina H.; Barry, John S.
Two Cheers for S. 1: The Safe and Affordable Schools Act of 1997. Issue Bulletin Number 232.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Environment; Educational Finance; *Educational Legislation; Educational Policy; *Educational Vouchers; Elementary Secondary Education; *School Choice; School Security
IDENTIFIERS- Proposed Legislation

This paper discusses the benefits of the Safe and Affordable Schools Act (S. 1), a major education-reform bill. S. 1 will

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Charter Schools; Court Litigation; Educational
  Administration; *Educational Assessment; Elementary Secondary
  Education; National Surveys; School Demography; State Surveys;
  *Summative Evaluation
IDENTIFIERS- Chartering Process

This issue summarizes the development and impact of charter schools. It examines aspects of laws that have paved the way for charter schools and describes some of the litigation that has accompanied the charter-school phenomenon. The text offers practical advice on how to draft good charter-school contracts and notes some of the past and ongoing research that addresses the questions of whether charter schools have been able to deliver what proponents promised and what school children need in order to receive the type of education that they deserve. The text opens with a breakdown of states with charter-school legislation and the year that these laws were passed. During the 1990s, 36 states, the District of Columbia, and Puerto Rico enacted legislation enabling charter schools. Most of the document is devoted to information charts on charter schools. This information, categorized by state, includes synopses of eligible applicants for charter-school status, relation of charter schools to the school system, the organizational status of the charter schools in the state, the authority as regards charter-school employees, and the finance provisions for the state's charter schools. Brief overviews of charter-school litigation are presented after the charts, followed by issues and checklists for the charter-school contract. (RJM)

ED 438 627   EA 030 288

Blaha, Karen Lytle, Ed.; Vincent, Susan, Ed.; Schwendiman, Jed,
  Ed.
Charter Schools & Community Relations: An Annotated Video
  Transcript.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 38p.; Videotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Charter Schools; *Community Relations; Educational
  Administration; *Educational Development; Elementary Secondary
  Education; Long Range Planning; Program Development

This annotated video transcript follows the discussion of six experts in community relations and charter schools. The panel was convened as part of an initiative to identify the specific needs of charter-school founders and to develop a leadership-training program designed to address these needs. Each member of the panel shared his or her insights on public relations, community relations, and public affairs. They emphasized the need for continued, planned, and active participation with and within a community to maintain and enhance its environment to the benefit both of the organization and the community. The experts discussed the four steps of plan development--research, planning, implementation, evaluation--and the importance of acknowledging milestones and special events in the life of a charter school. They also underscored the importance of message

Assisting People with Mental Illnesses in the Pursuit of Employment.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Career Counseling; *Employment Potential; Job Placement; *Mental Disorders; *Severity (of Disability); *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- Employment Accommodations (Disabilities); Reasonable Accommodation (Disabilities)

This paper reviews the literature concerned with vocational placement and rehabilitation for individuals with severe mental disorders (SMD), and offers recommendations for rehabilitation counselors. It notes that about 85 percent of this population is unemployed, and the rate of job placement for people with SMD is about half that of other people with disabilities. The paper identifies barriers to job placement and rehabilitation counseling including societal discrimination, lack of marketable skills, and negative social skills. Strategies to combat these barriers are described, such as vocational counseling, disclosure counseling, marketing, self-advocacy promotion, skills training, and supported employment. Additionally, the use of reasonable accommodations for individuals with SMD are suggested, such as substitute workers, shortened work schedules, and shared jobs. A supported employment design is proposed which uses an integrated service approach combining both vocational and mental health services to address such on-the-job problems as forming and maintaining relationships, giving and receiving feedback, responding to social cues, and integrating work maintenance skills. (Contains 29 references.) (DB)

ED 43[illegible] 647 EC 307 669

McDowell, Alison; Askvig, Brent A.
Efficiency of Some Behavior Management Strategies for Students with Serious Emotional Disturbances.
SPONS AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Change; Behavior Disorders; Behavior Modification; *Classroom Techniques; *Cognitive Restructuring; Elementary Secondary Education; *Emotional Disturbances; Intervention; Parent Education; Reinforcement; Self Evaluation (Individuals); Timeout
IDENTIFIERS- *Differential Reinforcement

This paper reviews the literature on several popular behavior change strategies that have been implemented in classrooms or other educational settings with students with severe emotional disturbances. Each strategy is first described and then data on its effectiveness are reviewed. The strategies reviewed are: (1) timeout; (2) self-evaluation; (3) choice making strategies; (4) cognitive behavioral strategies (attribution retraining, conflict resolution training, problem solving training, communication-based curriculum, reality therapy); (5) differential reinforcement techniques (of low rate behaviors, speakers so that the student knows who is speaking and the CART person can also type in that information; (11) provide access for out-of-classroom activities; (12) look directly at the student who is late-deafened when speaking; (13) enunciate clearly and try to speak at a normal pace; (14) provide visual aids whenever possible; (15) if possible, allow time after class for the student to ask questions privately; and (16) take advantage of the disability service coordinators or other resources. (CR)

ED 438 665 EC 307 687

Jordan, Beth
Teaching Students Who Are Deaf-Blind. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other NETAC teacher tipsheets, see EC 307 686-692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Accessibility (for Disabled); *Deaf Blind; Higher Education; Inclusive Schools; *Multiple Disabilities

This tipsheet offers suggestions for the instructor who has a student with both a vision and a hearing loss, stressing that the first step is to talk with the student to determine what modifications are necessary. Specific recommendations are offered for the following areas: (1) use of student aids/accommodations (such as interpreters, notetakers, readers, and assistive listening devices); (2) physical classroom accommodations (lighting, seating, etc.); (3) use of handouts/ad hoc materials (such as, large print or Braille materials, taped textbooks, reading machines); (4) use of audiovisual materials (the need for modification when using videotapes, an overhead projector, or slides); (5) small group discussions/activities (such as use of clear ground rules, an interpreter, or assistive listening devices); (6) oral presentations; (7) exams (the format may need to be modified, interpreted, or given in a different setting); (8) field visits/labs; (9) teaching style; and (10) contacts for assistance. (DB)

ED 438 666 EC 307 688

Darroch, Kathy; Marshall, Liza
Interpreting. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other NETAC teacher tipsheets, see ED 307 686-692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Classroom Communication; Classroom Techniques; *Deaf Interpreting; *Deafness; Helping Relationship; Higher Education; *Interpreters; *Interprofessional Relationship; Teaching Methods

This tipsheet explains that an interpreter's role is to facilitate communication and convey all auditory and signed information so that individuals with and without hearing may fully interact. It outlines the common types of services

Humphrey); (9) "Effect of Combining Speech-Language Intervention with Breakfast in Patients with Alzheimer's Disease: A Clinical Note" (Ann M. Reynolds); and (10) "Achievement of Client Expectations When Treating a Presurgical Male-to-Female Transsexual for a More Appropriate Female-Sounding Voice: A Clinical Note" (Frederick DiCarlo). (Articles contain references.) (CR)

ED 438 686 EC 307 709

Victor, Shelley J., Ed.; Lundy, Donna S., Ed.
Florida Journal of Communication Disorders, 1998.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; *Audiology; Children; Cultural Differences; Elementary Education; Evaluation Methods; *Hearing Impairments; Infants; Kindergarten Children; *Language Impairments; Lipreading; Phonetics; Preschool Education; Reading Difficulties; Screening Tests; *Speech Impairments; *Speech Language Pathology; Speech Therapy; Stuttering; Test Norms; Toddlers; World Wide Web; Young Children
IDENTIFIERS- Florida

This annual volume is a compilation of research, clinical, and professional articles addressing innovative technology, new diagnostic tests, physiological basis for treatment, and therapeutic ideas in the fields of speech-language pathology and audiology. Featured articles include: (1) "Development of Local Child Norms for the Dichotic Digits Test" (Gail Gegg Rosenberg); (2) "Screening Kindergarten Children To Assess Risk for Reading Difficulties" (Laurie M. Gauger and others); (3) "Infant-Toddler Communication Inventory," which discusses a screening tool used to identify young children at risk for developmental disorders (Linda J. Lombardino and Kelli Murphy Vaudreuil); (4) "Understanding Exercise: A Tutorial," which presents a tutorial for understanding the basic physiology of exercise as it relates to common therapy practices (Edie R. Hapner); (5) "Different Phonetics for Different Folks: Studies of Speaker Differences at UCF," which presents research on differential voice onset times in different ethnic groups (Jack Ryalls and others); (6) "The World Wide Web as a Source of Therapy Ideas: 20 Practical and Applied Sites for Use with Culturally and Linguistically Diverse Students" (Alejandro Brice and Cleste Roseberry-McKibbin); (7) "The Impact of Identifying Preferred Treatment Outcomes on Conceptualizing, Assessing, and Treating Chronic Stuttering" (Eugene B. Cooper and Crystal S. Cooper); and (8) "The Falconer 'Lipreading' Test for Nonorganic Hearing Loss" (Teri A. Hamill and others). (Articles contain references.) (CR)

ED 438 687 EC 307 710

Thompson, Sue
The Source R for Nonverbal Learning Disorders.
PUB DATE- 97
NOTE- 182p.; Formerly titled "I Shouldn't Have To Tell You."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

students. The project was successful in meeting its major goal of developing collaborative teams of bilingual and ESL teachers, and of providing materials to teachers and parents. This report did not allow for the collection of data to indicate that literacy skills, science skills, and math skills increased among students whose teachers received the special training and participated in program collaborations. Recommendations include the following: teachers need to continue to help students keep good performance assessment records and to be responsible for collecting data related to their students' achievements in English proficiency and math and science; future staff must be properly motivated and willing to work hard to achieve the goals of the program; the high level of parent involvement needs to continue; and the school district needs to find alternative ways to develop support mechanisms for its teachers. This report is divided into six sections, including historical overview; program description; evaluation methodology/data analysis for year three-plus; results for year three-plus; conclusions and recommendations; and an appendix including the questions asked in the open-ended survey of teachers in 1997-1998. (KFT)

ED 438 709   FL 026 134

Brecht, Richard D.; Rivers, William P.
Language Policy in the U.S.: Questions Addressing a Sea Change in Language in the U.S.
PUB DATE- 99
NOTE- 6p.; Published monthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employment Qualifications; Federal Government; Graduation Requirements; International Trade; *Language Enrollment; *Language Proficiency; Military Personnel; Second Language Instruction; Second Language Learning; *Second Language Programs; Second Languages
IDENTIFIERS- *United States

Language is important in the public life of the United States because of four factors: globalization; the global diffusion of democracy and self-determination; the wave of immigration to the United States from all corners of the world; and the unique role America plays as the sole military and economic superpower. These conditions make it necessary for the United States to maintain a constant capacity in a broad range of languages, as there is no way to know exactly when world events will generate a sudden demand for particular languages. This U.S. role means that more than 65 federal agencies and departments need foreign language speakers to fulfill their mandates; 40,000 American troops will remain stationed in more than 110 nations; and successful exporters need foreign language expertise in order to understand and penetrate foreign markets, an increasingly important segment of the U.S. economy. It is, therefore, important to consider these facts and to ask the right questions about U.S. foreign language requirements, such as the demands, needs, skills, costs, benefits, options, and implications. (KFT)

ED 438 710   FL 026 135

Language and the Department of Defense: Challenges for the 21st Century.
PUB DATE- 99

students multiple opportunities to extend their understandings and apply knowledge. Recommendations for program development and practice are made, as are suggestions for future research. Extensive references and an index are included. (KFT)

ED 438 728   FL 026 166

Huang, Su-Yueh
The Nature of an EFL Teacher's Audiotaped and Written Feedback on Student Writing: A Case Study.
PUB DATE- 00
NOTE- 44p.; "This study was funded by the National Science Council of Taiwan (project number: NSC 88-2411-H-029-008)."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Recordings; Case Studies; Chinese; College Students; Comparative Analysis; *English (Second Language); *Error Correction; *Feedback; Foreign Countries; Higher Education; *Instructional Effectiveness; Language Teachers; Second Language Instruction; Second Language Learning; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- *Taiwan

Some university English as a foreign language (EFL) composition teachers in Taiwan have experimented with audiotaping their commentary on students' writing to help students revise. However, there has been little research on how effective this is for Chinese students. Therefore, a study was designed to shed light on this issue by comparing audiotaped feedback (ATF) with traditional written feedback (WF) for teaching writing in an (EFL) course. In this study, the researcher focused on the ATF and WF provided by the researcher herself for one of her students in a sophomore composition class at Tunghai University. The feedback provided for this student's fourth and fifth writing assignments was analyzed. The feedback for the former was provided by using a combined method, i.e., both ATF and WF, while the feedback for the latter was provided by using WF only. The research questions included the following: (1) How effective is the combined method as compared with the WF only method in terms of quantity of feedback?; (2) How effective is ATF as compared with WF in terms of the quantity of feedback?; (3) What are the differences in the nature of the feedback provided through the combined method and the WF only method, if any?; and (4) What are the differences in the nature of the feedback provided through ATF and WF, if any? The major findings were as follows: (1) Both the combined method and ATF were much more effective than the WF only method in terms of the quantity of feedback; (2) There did not seem to be much difference between the combined method and the WF only method in the aspects of the writing addressed; (3) When the combined method was adopted, the teacher seemed to save WF mostly for addressing language errors and ATF for addressing both language errors and other problems concerning content, structure, organization, coherence, logic, clarity, tone, and style; (4) ATF encouraged the teacher to discuss the writing problems more thoroughly than WF; and (5) The teacher demonstrated different responding strategies in her ATF and WF, and the former appeared to encourage the student to do her own problem solving better. Findings from this study argued strongly for the use of ATF over WF. A literature review, extensive tables, and 19 references are included. (Author/KFT)

ED 438 729   FL 026 169

PUB DATE- 93
NOTE- 75p.; For "The Emerging Outreach Agenda," a summary of the Capstone Symposium at MSU, see HE 032 635.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Educational Resources; *Evaluation Criteria; *Faculty Development; Higher Education; Leadership; Linking Agents; Organizational Objectives; *Outreach Programs; Participative Decision Making; *Planning; *School Community Programs; State Universities
IDENTIFIERS- *Michigan State University

This report addresses university outreach efforts at Michigan State University (MSU) and sets out strategic directions for strengthening such efforts. The report focuses on three messages: (1) that faculty, staff, and students are engaged in a significant amount of outreach, although these activities may not always be so labeled; (2) that outreach represents an exciting and attractive scholarly activity for faculty; and (3) that further accomplishments depend upon broad-based faculty leadership at the unit level that seeks excellence in teaching, research, and service. The first section of the report defines the dimensions of the university's outreach efforts; topics cover outreach as a form of scholarship, outreach that benefits external audiences, the contributions of outreach to the university, setting the outreach agenda, multidisciplinary centers and institutes, and stimulating, supporting, and rewarding outreach. The second section examines various strategies for strengthening outreach at MSU, including adopting a new definition of outreach, creating an evaluation system to assess and adjust the amount of outreach, involving multiple parties in outreach planning, rewarding faculty and departmental units appropriately for engaging in outreach, and strengthening outreach through university-wide leadership. A postscript looks at outreach in the 21st century university, and an appendix lists examples of current outreach initiatives at MSU. (Contains 10 references.) (CH)

ED 438 749   HE 032 635

Sandmann, Lorilee R., Ed.
Fulfilling Higher Education's Covenant with Society: The Emerging Outreach Agenda. Summary of the Capstone Symposium.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 96
NOTE- 171p.; For a report by the MSU Provost's Committee on University Outreach, see HE 032 634.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; Educational Change; Educational Resources; *Evaluation Criteria; *Faculty Development; *Higher Education; Institutional Role; Leadership; Leadership Training; Organizational Objectives; *Outreach Programs; Participative Decision Making; *Partnerships in Education; Planning; *School Community Programs; State Universities
IDENTIFIERS- Michigan State University

This symposium summary has been designed as a reference tool to promote continued dialogue about higher education's outreach agenda. Only a short summary of each conference session (including a contact name for further information) is presented. Following the prologue, which reviews Michigan State University's outreach model, the first section of the report covers redefining and repositioning outreach in the university.

academic policies. (RH)

ED 438 788   IR 019 889

Scarcella, Joseph A.; Lane, Kenneth E.
Developing a Web Page: Ethics, Prerequisites, Design and Layout.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer System
  Design; Computer Uses in Education; *Design Requirements;
  Ethics; Fair Use (Copyrights); Instructional Materials;
  Internet; Material Development; Screen Design (Computers);
  *World Wide Web
IDENTIFIERS- *Web Sites

For educators interested in developing Web sites, four major issues should be addressed--ethics, prerequisites, design, and layout. By giving attention to these four areas, teachers will develop Web sites that improve their teaching and increase the opportunities for student learning. Each of these areas is addressed in detail, including: definitions of ethical behavior and copyright, along with fair use guidelines (ethics); basics needed to access the Internet, as well as other software and computer knowledge needed (prerequisites); researching and developing a theme for personalizing the Web site, considerations for determining the audience, and communicating ideas effectively and creatively (design); and creating thumbnail sketches and a storyboard, along with tips for addressing layout concerns (layout). (Contains 11 references.) (AEF)

ED 438 789   IR 019 891

Lantz, Agneta
Breaking Information Barriers through Information Literacy: A
  Longitudinal and Interventional Study among Small-Firm
  Managers. Linkoping Studies in Education and Psychology No. 66.
PUB DATE- 99
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Dissertations/Theses - Doctoral
  Dissertations (041)
DESCRIPTORS- Action Research; Case Studies; Foreign Countries;
  *Information Literacy; *Information Utilization; *Instructional
  Development; *Instructional Effectiveness; *Intervention;
  Interviews; Middle Management; Qualitative Research; Training
IDENTIFIERS- *Barriers to Information; Linkoping University
  (Sweden)

The primary aim of this dissertation is to contribute to an increased understanding of the information utilization process through studying impeding process determinants, information barriers, and how they might be tackled by pedagogical means. The study uses a qualitative approach within the tradition of action research. Case studies were made of the information situations of 23 managers from small manufacturing wood and mechanical industries. The project comprises: (1) diagnosis (in-depth interviews), focusing on barriers to information utilization; (2) planning and implementation of an educational

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Instructional Design; Learning Activities; Learning Strategies; Teaching Methods
IDENTIFIERS- *Novices

Novice instructional design (NID) is an instructional strategy where students design instruction in order to better learn information. NID by students is an increasingly common instructional activity, particularly with technology; however, there is little research regarding what the instructional designer learns by engaging in the instructional design process. This paper reports results from an experiment investigating what a person learns from novice instructional design of text-based content. The experimental design encompasses three independent variables: strategy (self-selected learning, novice instructional design); passage structure (well-defined, ill-defined); and achievement (low, high). Dependent variables include concept map comprehensiveness, example generation, and task engagement. Several statistically significant and theoretically intriguing interactions are interpreted in part by Allen and Merrill's (1985) locus of processing theory for instructional strategies. Together with interpreting these interactions, the paper provides both a conceptual background and a research methodology for evaluating NID of text-based content. (Contains 46 references.) (Author/AEF)

ED 438 790 IR 019 916

Baylor, Amy
Multiple Intelligent Mentors Instructing Collaboratively (MIMIC): Developing a Theoretical Framework.
PUB DATE- 99
NOTE- 12p.; Small type in graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Computer Managed Instruction; *Computer System Design; Computer Uses in Education; Elementary Secondary Education; *Expert Systems; Higher Education; *Instructional Design; *Intelligent Tutoring Systems; Man Machine Systems; Mentors; *Preservice Teacher Education; Teaching Methods; World Wide Web

This paper describes preliminary work on "Multiple Intelligent Mentors Instructing Collaboratively" (MIMIC), an intelligent Web-based agent environment for learning instructional design. The focus is on developing theoretical foundations of instructional design and instructional theory that form the foundation for systems development. In the proposed intelligent learning environment (ILE), intelligent agents will serve as mentors and learner companions in support of pre-service teachers (PSTs) in learning instructional design, a key aspect of their professional preparation. This environment also promises to promote higher-order thinking, stressing learning by reflection and metacognition. The paper discusses: the features of MIMIC; overall framework; motivational components; cognitive considerations for agent-based learning environments; and future theoretical development. An example is provided to illustrate the interactions that take place with the MIMIC system. (Contains 25 references.) (AEF)

ED 438 791 IR 019 917

the mentoring program, contains the following sections: (1) definitions; (2) goals and objectives; (3) characteristics and responsibilities of the mentor; (4) responsibilities of the protege, the library faculty, and the library management; and (5) building a successful mentoring program, including selection of mentors, procedures and rules, and the working relationship of the mentor and protege. (Contains 21 references and notes.) (MES)

ED 438 813 IR 057 638

Bacon, Pamela S.
100 Library Lifesavers: A Survival Guide for School Library Media Specialists.
PUB DATE- 00
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Internet; Learning Activities; Learning Resources Centers; Librarian Teacher Cooperation; *Library Administration; *Library Instruction; Library Materials; *Library Services; Library Skills; Records (Forms); *School Libraries

This book contains tips (author's suggestions), tools (ready-to-use lifesavers), and talk (quotes from practicing media specialists) for school librarians at all grade levels. A total of 100 lifesavers are included, covering areas such as inventory, motivation strategies, disciplinary approaches, library checkout, Internet searching, the traveling library media specialist, circulation count, recommended resources, progress reports, media specialist evaluation, library activities for various grade levels, library skills, thematic planning, book review forms, trading paperbacks, the Electronic Bookshelf reading program, the honor system for checking out books, professional distance education courses, sign-up form for audiovisual materials, magazine tracking, student assistants, authors' Internet sites, procedures for questioned library materials, request for free materials form, fair use, public relations, writing a library action plan, book evaluation, a press release form, library orientation, a lost book form letter, assignment form for teachers, forms for suggesting materials, reference tools evaluation, a student survey, budget worksheet, to-do list, classroom checkout forms, shelving rules, literature sources on the Internet, invitation to join a friends of the library group, award certificates, fax cover sheet, sign-in sheet, rating/routing form, LM Net, search strategy checklist, publishing students' work, policy manuals, reading success, and annual reports. (MES)

ED 438 814 IR 057 639

Vaillancourt, Renee J.
Bare Bones Young Adult Services: Tips for Public Library Generalists.
PUB DATE- 00
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

of international distance and open education institutions to exchange their views on how to cope with the development of their institutions in the use of new technology, and in the provision of library services to distance learners. The 17 papers in this proceedings describe planning efforts, library services and recent developments, staff development needs, and use of information and communication technologies in libraries in distance and open education institutions in the world. Papers include: "The 'State-of-Library Services' in the Bangladesh Open University and an Action Plan for Future Development" (Muhammad Saadat Ali); "Library Services for Distance Learners at the University of the West Indies" (Elizabeth F. Watson); "New Library Services for Distance and Lifelong Learners at the University of Sunderland, United Kingdom" (Andrew McDonald); "Meeting the Information Needs of Distance Learners: the UPM Experience" (Kamariah Abdul Hamid); "National Resource Centre of the Mauritius College of the Air" (Pitt-Fong Ah-fat); "Moving Toward the Online Library" (Helen Livingston); "Library Services at Athabasca University; Change the Same" (Steve Schafer); "The Human Factors in Developing Electronic Library Services" (Andrew McDonald); "Changes and Challenges: ICT-Library-Library Staff" (Christer Knuthammar); "The Library of the Open Polytechnic of New Zealand" (Sandra Mann); "A Brief Presentation on the Use of Information and Communication Technologies in Peruvian Libraries" (Eduardo Villanueva Mansilla); "Current Position and Perspectives of the Fundamental Library of St. Petersburg State Technical University" (Vera Ananieva); "Distance Education and Library Resources at Vista University: from Unplanned Growth to a Visionary Package" (Juliano M. Kabamba); "Library Services for Distance Students at Sukhothai Thammathirat Open University" (Somsueng Prudtikul); "Greetings from the Rainbow Nation of South Africa" (Erlanda Venter); "The University of Zambia Library: Past, Present and the Future" (Hudwell Mwacalimba); and "Electronic Library Services for Distance Learners--Its Developments in the Open University of Hong Kong" (Wong Wai-man). (AEF)

ED 438 833 IR 057 658

Wong, Wai-man; Parker, Sue; Jagannathan, Neela; Fong, Tai-Loon
Asian Librarians' Roundtable (12th, Hong Kong, November 2-3, 1998).
SPONS. AGENCY- Open Univ. of Hong Kong.; World Bank, Washington, DC.
PUB DATE- 98
NOTE- 61p.; Also sponsored by the Commonwealth of Learning.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; *Distance Education; Electronic Libraries; Foreign Countries; Higher Education; Information Management; Information Technology; Librarians; *Library Development; Library Networks; Library Planning; *Library Services; *Open Universities
IDENTIFIERS- *Asia; Technology Integration

The pre-Asian Association of Open Universities (AAOU) Asian Librarians' Roundtable is the first of its kind for librarians of AAOU and other Asian distance and open education institutions to share their views on the use of the latest technology and the provision of library services to distance learners. This document describes the library services and recent developments, information management, planning efforts, Examples of representative web pages with information on student support service are included. An extensive literature review distinguishes the different characteristics between distance and traditional education, and examines the internal and external influences on the development of distance education. (Contains 68 references.) (AF)

ED 438 853 JC 000 168

Master Plan for Education: Achieving the Santa Monica College Vision. Changing Lives through Excellence in Education for a Global Community. Revised.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Needs; *Educational Objectives; *Educational Planning; Educational Practices; Institutional Evaluation; Institutional Mission; *Master Plans; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA

This report is the 1999 Santa Monica College Educational Master Plan revision. In 1997, the College adopted its first formal Master Plan for Education. Every three to five years, depending on the circumstances, that plan will be completely redone. During the intervening time period, there will be annual revisions to the plan. This revision consists of two parts--an update on the 1998-1999 objectives, and the creation of new objectives for 1999-2000. The status of the 1998-1999 objectives was incorporated into the formation of the new objectives. Each of the two parts of this revision outlines the six goals of the college, and the objectives developed to meet these goals. The six overarching goals are: (1) student success; (2) academic excellence; (3) community of mutual respect; (4) technology; (5) community partnerships/financial viability; and (6) facilities. This revision also contains a table of Board of Trustees Accepted Grants 1998-1999, which names the type of grant accepted, its agency, amount, approval date, and contributing/lead faculty. This revision concludes with lists of research reports and institutional research reports. (VWC)

ED 438 854 JC 000 169

Pecorino, Phillip; Dozier, Sandra Bygrave
Community Colleges: Public Failure and Private Success.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Outcomes Assessment; *Community Colleges; *Effective Schools Research; *Institutional Evaluation; *Institutional Research; Outcomes of Education; *School Effectiveness; *Student Educational Objectives; Student Motivation; Student Needs; Two Year Colleges

Community colleges are often seen as failing institutions due to their low graduation rates. However, a more appropriate assessment instrument may show that these colleges are more successful at fulfilling their missions than the public believes. Because students' motives for attending community students, urban community colleges must provide students with the knowledge and skills necessary for upward mobility. For example, all six of CUNY's Community Colleges (NY) provide remedial courses, enhancing entry into higher education for many nontraditional groups. The Los Angeles Community College District faces a constantly changing demographic landscape that serves the largest Limited English Proficient population in the nation, and expects to accommodate a two-fold increase in its student body by 2005. LA City College serves its community by designing educational opportunities for new U.S. citizens as well as traditionally disadvantaged students. Whether in New York or Seattle, urban community colleges face similar challenges in serving diverse demographics. All colleges seek to provide the kind of liberal arts education that promotes transfer rates, meet the special demands of their particular and diverse student populations, and provide occupational and vocational programs that serve their communities. (AF)

ED 438 874   JC 000 213

Gomez, Gigi
Community College Adult Literacy Programs: Moving toward Collaboration. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Adult Education; *Adult Literacy; *Basic Skills; *Community Colleges; Cooperation; Family Literacy; Functional Literacy; Higher Education; *Literacy Education; Minimum Competencies; Numeracy; Reading; Two Year Colleges; Writing Skills
IDENTIFIERS- ERIC Digests

The National Education Goals Panel has not met its goal of having every adult American literate by the year 2000. There are many adults who "slipped through the cracks," and have only rudimentary reading and writing skills. The large number of foreign born residents who do not have the necessary reading and writing skills to communicate effectively in English, and those adults who do not posses the ability to use computer-operated equipment, illustrate the need for community colleges and other literacy organizations to continue to improve literacy efforts. While the National Adult Literacy Survey has defined literacy as being able to use "printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential" (U.S. Congress, 1993), literacy attainment usually includes having the necessary verbal and mathematical skills to be a fully functioning citizen. Title II of the Workforce Investment Act, also known as the Adult Education and Literacy Act, has made attempts to centralize funding efforts and hold local programs accountable for outcomes. In general, adult literacy programs often involve a number of organizations, community colleges, local education agencies, public and private non-profits, community-based organizations and correctional facilities. The Digest concludes that rather than competing, community colleges should collaborate with other agencies to combat illiteracy. (AF) activities, rather than reflecting children's inherent ability. Teachers will need to move beyond a view of mathematics as a decontextualized and sequenced set of skills, and toward asking questions about, and giving value to how children use mathematics in their everyday lives. (Contains 47 references.) (EV)

ED 438 893 PS 027 793

Carlsson, Ulla, Ed.; von Feilitzen, Cecilia, Ed.
Children and Media Violence. Yearbook from the UNESCO International Clearinghouse on Children and Violence on the Screen, 1998.
SPONS. AGENCY- Nordic Council of Ministers, Copenhagen (Denmark).
PUB DATE- 98
NOTE- 380p.; For 1999 yearbook, see PS 027 794.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childhood Attitudes; *Children; Childrens Rights; Childrens Television; Foreign Countries; Government Role; Internet; Journalism; Legislation; *Mass Media Role; *Mass Media Use; *Media Research; Public Policy; Radio; Tables (Data); *Television; Television Research; Television Viewing; *Violence
IDENTIFIERS- UNESCO

This yearbook compiles information on research findings on children and youth and media violence, as seen from the perspective of the United Nations (UN) Convention on the Rights of the Child. The thematic focus of the yearbook is on the influence of children's exposure to media violence. Section 1 of the yearbook, "Children and Media on the UN and UNESCO Agendas," includes articles on the significance of the UN Convention on the Rights of the Child. Section 2, "Children and Violence on the Screen: Research Articles," includes articles on U.S. television violence and children, the nature and context of violence on American television, and media violence in Japan, Australia, New Zealand, Israel, Europe, and Argentina. Section 3, "Children's Media Situation: Research Articles," contains articles describing children's media access and use in various parts of the world, including Asia, China, Australia, South Africa, and Belgium. Section 4, "Media in the World," provides statistics on children and the media worldwide. Section 5, "Children in the World," details demographic indicators for children worldwide. Section 6, "Children's Participation in the Media: Some Examples," describes examples of positive child participation in the media production process. Section 7 contains international declarations and resolutions regarding children and the media. Section 8 discusses regulations and measures as a basis for building television policy. A bibliography containing approximately 300 references on children and media violence published after 1970 completes the yearbook. (KB)

ED 438 894 PS 027 794

von Feilitzen, Cecilia, Ed.; Carlsson, Ulla, Ed.
Children and Media: Image, Education, Participation. Children and Media Violence. Yearbook from the UNESCO International Clearinghouse on Children and Violence on the Screen, 1999.
SPONS. AGENCY- Nordic Council of Ministers, Copenhagen (Denmark).
PUB DATE- 99
NOTE- 450p.; For 1998 Yearbook, see PS 027 793.

Learning" (Gerald Heidegger); "Towards Understanding the Development of an Entrepreneurial Leadership-Identity among Finnish Female Entrepreneurs" (Leena Avotie, Eija Pehu); "Enterprises as Environments for Workplace Learning and Training" (Johanna Lasonen); "Review and Preview of Higher Vocational Education: Changes in Hong Kong and International Trends" (Bradford W. Imrie); "A Comparison of Occupational Programs in Comprehensive High Schools in the USA, Japan, and Taiwan" (Lung-Sheng Lee); "Challenges of the 21st Century for Technical-Vocational Education and Training from Global, Regional, and National Perspectives" (C. K. Basu); "Human Resource Development and Labour Market Policy Issues in the Asia Pacific: Opportunities for Collaborative Research with Europe" (Matt Ngui); "Vocational Education and Training Projects in Developing Countries: Issues of Quality and Sustainability" (Dennis R. Herschbach); and "New Roles for Vocational Education and Training" (Armoogum Parsuramen). Each paper contains references. (MN)

ED 438 406   CE 079 690

Host Families Matter: The Homestay Manual.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Course Content; Cross Cultural Studies; *Cultural Context; Cultural Differences; *Developing Nations; Foreign Countries; *Guidelines; *Home Visits; *Lesson Plans; Preservice Teacher Education; Program Implementation; Teaching Methods; Training
IDENTIFIERS- *Peace Corps

This manual provides guidelines, sample documents, and sample lesson plans for the trainers, trainees, and host families involved in homestays for Peace Corps volunteers. The manual contains 11 sections that deal with the following topics: (1) introduction; (2) policy, timelines, and responsibilities; (3) medical and financial issues; (4) host family issues, recruiting, and orientation; (5) training issues; (6) homestay program guidelines; (7) matching trainees and host families; (8) trainee assessment; (9) conclusion; (10) 10 appendixes that include: acronyms and abbreviations, timing and duration of homestays by country, safety and policy considerations, responsibilities of the homestay coordinator, cultural tips about Americans, trainee homestay expectations, homestay family orientation for trainees, families and trainees joint sessions, sample homestay booklet for host families, and a homestay guide for trainees based on living with a Kenyan family; and (11) a list of 22 references. The manual is indexed. (KC)

ED 438 407   CE 079 691

A New Beginning: The Child Health Manual.
PUB DATE- 99
NOTE- 338p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)
DESCRIPTORS- Adult Students; Classroom Techniques; *Course Content; Definitions; Evaluation Methods; *Job Training; Postsecondary Education; *State Programs; *Student Evaluation; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Florida

This technical assistance paper is designed to provide local adult vocational education administrators and teachers in Florida with information to implement the Vocational Preparatory Instruction (VPI) programs more effectively and in compliance with the VPI curriculum frameworks. Developed by practitioners in the state of Florida, the curriculum frameworks reflect students' needs for academic and vocational/technical skills, as well as workforce skills. State-required frameworks are designed to provide consistency, programmatic quality, and integrity. The paper addresses the following areas: (1) purpose and terminology; (2) course matrix, including literacy completion points; (3) student eligibility and assessment; and (4) instructional methods. Two appendices that provide acronyms and a list of adult education courses meeting subject-area graduation requirements are included, as are directory of technical assistance directors and consultants organized in five regions of the state, and a state-level staff directory. (KC)

ED 438 426 CE 079 715

English for Speakers of Other Languages (ESOL) and Citizenship Programs. Technical Assistance Paper.
PUB DATE- 00
NOTE- 24p.; For other technical assistance papers, see CE 079 711-714. Prepared by the Adult General Education Task Force of Practitioners in conjunction with the Florida Department of Education Division of Workforce Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; Adult Students; *Citizenship Education; Classroom Techniques; *Course Content; Definitions; Employment Potential; *English (Second Language); Job Skills; Literacy Education; State Programs; *State Standards; *Student Evaluation; *Vocational English (Second Language)
IDENTIFIERS- *Florida

This technical assistance paper is designed to help local adult education administrators and teachers in Florida as they implement changes in the Adult English for Speakers of Other Languages (ESOL) Program Curriculum Framework, which provides the state with a minimum set of standards to be used by all facilities delivering ESOL citizenship education classes. State-required frameworks and performance standards are designed to provide consistency, programmatic quality, and integrity. The ESOL Frameworks prepare students for the citizenship test by including the study of U.S. history, government, culture, and symbols. The paper addresses the following six areas: (1) purpose and terminology; (2) course matrix, including literacy completion points and correlation with Florida state standards; (3) student eligibility and assessment, with program orientation components; (4) assessment and placement, including appropriate basic skills testing instruments; (5) the instructional program for adult ESOL, vocational ESOL, and workplace readiness skills for limited-English-proficient

PUB DATE- 00
NOTE- 65p.; Collaborative research project among FEDA, the University of Warwick, and many college lecturers.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *College Choice; *Community Colleges; *Cooperation; Decision Making; Educational Change; Foreign Countries; Postsecondary Education; *School Community Relationship; *Shared Resources and Services; *Student Educational Objectives; Student Motivation; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

This book reports findings of research to explore the changing relationships between British further education (FE) colleges and the communities they serve. Chapter 1 outlines changes in FE over the past 10 years to provide a context. It deconstructs and conceptualizes the term "community" within the context of this project, and explores communities' incomplete, outdated views of FE. Chapter 2 examines why both 16-19 year-olds and adults choose to study at FE colleges. Motivations identified include: positive experiences of family members; word-of-mouth from friends or colleagues; adults' desire to advance in the workplace or to change careers, and young people's avoidance of a boring job. Chapter 3 contains students' reflections on their experiences with FE, and reports that adults were daunted and nervous at the start, not knowing what to expect. Many were critical of induction programs. There was a mismatch between employers' expectations and those of lecturers designing and providing a course; and community organizations felt access to, and sharing of, resources and rooms in FE colleges was almost a "right." Chapter 4 looks at key findings related to evolving policy formulation in the FE sector that highlight an inherent issue in FE related to the problem of defining its nature and purpose. That issue is how to cater to diverse students and communities within constraints of marketization, resources, and national policy. Appendices present an outline of the experiences and processes of college staff undertaking research in their own institutions. (Contains 54 references.) (YLB)

ED 438 444 CE 079 752

Fletcher, Mick, Ed.
For Better or Worse: The Influence of FE Franchising on Learning.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Adult Education; Community Involvement; *Educational Finance; Educational Research; Federal Aid; *Financial Support; Foreign Countries; *Franchising; Partnerships in Education; *Postsecondary Education; *School Community Relationship; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

Seven papers look at lessons from the franchising experience in further education (FE) in Britain. "Franchising--A Case Study in FE Funding" (Mick Fletcher) looks at franchised provision in the light of universal themes that cut across all of FE: funding tariff, employer contributions, and local priorities. "The Case for Collaborative Provision" (Jan Dominey) outlines benefits of franchising to principal stakeholders, refutes forensic settings; (3) see the connection between high school and the professional world; (4) see the importance of various communication skills (writing, reporting, interviewing) used in the professional world; and (5) learn to use critical thinking and problem solving in a cooperative learning setting. The document begins with objectives, an outline of the phases of a criminal investigation and brief overviews of the fields of forensic sciences and criminalistics. Presented next are student assignment sheets, including forms for the journal that students are required to keep throughout the learning experience, which consists of interviews with "suspects," deduction from "clues," and five lab sessions. A section of teacher resources contains assignment guidelines and detailed teacher notes and transparency masters for use in for guiding students through each laboratory experience. Concluding the document are a glossary and list of forensic organizations that have student members. (MN)

ED 438 462 CE 079 786

Pearson, R.; Aston, J.; Bates, P.; Jagger, N.
The IES Annual Graduate Review, 2000: A Diverse and Fragmented Market. IES Report.
PUB DATE- 00
NOTE- 64p.; Study supported by the IES Research Club. For the 1998-1999 Graduate Review, see ED 426 233.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Course Selection (Students); Economic Climate; *Education Work Relationship; *Employment Opportunities; *Employment Patterns; Employment Potential; Employment Qualifications; Foreign Countries; Graduate Surveys; Job Skills; *Labor Market; Labor Needs; Majors (Students); Postsecondary Education; *Recruitment; Student Characteristics; *Tenure; Trend Analysis; Two Year Colleges
IDENTIFIERS- *United Kingdom

The current labor market for higher education graduates in the United Kingdom may be characterized as diverse and fragmented. Many graduates are recruited for the following positions: fast track management training programs; professional and functional careers; "graduate level" administrative and management jobs; and self-employment. In 1999, more than 250,000 individuals graduated with a first degree and 115,000 additional individuals graduated with a subdegree or postgraduate qualifications. The introduction of new two-year "foundation" degree is expected to boost those numbers in the future. As the number of "traditional" graduate jobs (managers, professionals) has failed to grow in line with graduate supply, more graduates have entered intermediate-level jobs (technicians, associate professionals) or lower-level jobs. In late 1999, half of all recruiters had held onto at least 95% of their 1998 intake and 72% of their 1996 intake. Although they have been largely beneficial to jobseekers, degrees and equivalent qualifications have not been passports to good jobs. Employability skills (including career management and self-presentation skills) are also needed to ensure effective transition into the United Kingdom's labor market, which will likely see further fragmentation in the future. (Thirty-three figures are included. Contains 54 references.) (MN)

ED 438 463 CE 079 788

Gruber, David

"Spreading the Word," the accompanying teacher's guide, and handouts containing the 10 student success stories. (MN)

ED 438 481 CE 079 847

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 90p.; For part 1, see ED 427 223. Program Director was Karen Mundie.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; English (Second Language); *Literacy Education; *Participative Decision Making; *Performance Based Assessment; Pilot Projects; Program Evaluation; *Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Pennsylvania

AIM (Assessment, Instruction, Mastery), a performance-based assessment developed in Oregon, was piloted in 25 volunteer-based programs in Pennsylvania. During the program year ending in June 1999, 190 tutors and program staff from 20 agencies attended training workshops on using the AIM system; 13 programs receiving training reported 136 tutors were using AIM with 141 learners; 59 percent of the tutors responding to an end-of-the-year questionnaire reported they had been able to integrate AIM into their lesson plans on a regular basis, and 52 percent reported learner progress on the AIM; and approximately 100 percent of the learners using AIM progressed 1 or more levels over a 4-5 month period. Thirteen programs responded to an end-of-the-year questionnaire and reported that the training they received adequately prepared them and their volunteers to use this assessment; learners are excited about being a part of the process; and tutors feel better prepared to focus upon the life skills that many of the learners need. Volunteers reported that, by using the goal setting segment of the AIM and in discussing selection of skills from the checklists with their student(s), a true partnership between tutor and learner emerged. (Appendixes include a master set of AIM guides; summary of responses to AIM questionnaires; test record form; lesson planning activity; and sample AIM curriculum resources.) (YLB)

ED 438 482 CE 079 849

Project Learner Goals. Final Report. Fiscal Year 1998-1999.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Case Studies; Data Collection; Definitions; Evaluation Methods; Guidelines; Individualized Education Programs; *Instructional Development; Learning Activities; *Literacy Education; Program Evaluation; Records (Forms);

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999). Appendices missing from original document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 2; Longitudinal Studies; Primary Education; *Reading Instruction; *Student Characteristics; *Teacher Effectiveness; *Teacher Influence; Teaching Styles
IDENTIFIERS- Balanced Reading Instruction; Direct Instruction; Value Added Model

A study utilized data from four successive school years to explore the stability and correlates of teacher effects in reading. A "value-added" model was used to isolate the effect of the teacher from child demographic variables such as race, poverty, gender, family composition, and special learning needs. Teacher effects in second grade reading were found to have moderate stability over two consecutive years. Estimates of teacher effect stability increased substantially when value-added effects were aggregated over three or more years. Teacher effects in second grade reading correlated dependably with several facets of direct instruction philosophy and practice on a self-report survey. Teachers who demonstrated the highest value-added tended to disagree with the statement "reading and writing develop naturally, like speaking." They endorsed more use of small group instruction and more use of guided practice. Teachers identified as "exceptional" through value-added analysis endorsed more teacher directed activities, more development of word attack strategies and more use of individual student oral reading. Use of systematic motivational strategies and some form of test preparation activity were also endorsed to a greater extent by teachers with high value-added estimates. These findings are consistent with National Research Council findings on prevention of early reading difficulties. A balanced reading approach which utilizes explicit reading skill instruction was associated with higher reading success in second grade classrooms in this study. (Contains 61 references, 5 notes, and 20 tables of data.) (RS)

ED 438 502 CS 013 824

White, Sheida; Vanneman, Alan
Reading Results for Low-Performing Students, 1998. NAEP Facts.
PUB DATE- 00
NOTE- 5p.; For the full report, "NAEP 1998 Reading Report Card for the Nation and the States," see ED 428 332.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *Low Achievement; *National Competency Tests; *Reading Achievement; Reading Research; Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *National Assessment of Educational Progress

Data from the NAEP (National Assessment of Educational Progress) 1998 Reading Report Card show increased scores for low-performing students in the 4th and 8th grades in 1998 as compared to 1994, but no change at the 12th grade. Scores for low-performing students in the 8th grade were higher in 1998 than in either 1994 or 1992. Scores for low-performing 4th graders were higher in 1998 than in 1994, but no higher than in motivation to read. Another cause of low comprehension in reading could be that students do not utilize proper reading strategies. Furthermore, educators are not being given adequate inservice training on the reading strategies that their students should use to improve their reading comprehension. A review of solution strategies suggested by a group of knowledgeable others combined with an analysis of the targeted site, resulted in the selection of three major categories of intervention: instruction in pre-reading strategies, active reading strategies, and post-reading strategies. Post intervention data indicated an increase in reading comprehension. Appendixes contain survey instruments, data, evaluation measures, and student samples. (Contains 26 references, and 6 tables and 2 figures of data.)(Author/RS)

ED 438 520 CS 013 885

Reading Instruments Guide for Texas Public Schools and Charter Schools, 1999.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Evaluation Criteria; Guidelines; Primary Education; Professional Development; *Public Schools; *Reading Instruction; *Reading Tests; *Student Evaluation
IDENTIFIERS- *State Reading Assessments; *Texas

This resource guide is designed to provide school districts with information and guidelines to help meet the requirements of Texas Education Code 28.006. The guide contains the list of reading instruments adopted for the 1999-2000 school year, recommendations for administering the instruments, guidance on professional development, suggestions for applying the results of the instruments to the instructional program, and requirements for reporting the results. The use of reading instruments at Kindergarten, Grade 1, and Grade 2 supports teachers in the direct instruction they provide to students and adds to the overall quality of reading instruction. The reading instruments adopted under Section 28.006 are not meant to take the place of good, ongoing classroom assessment and teacher observation, but rather to provide an additional tool to monitor student progress. The goal is to ensure that educational programs are on track in helping students reach high standards by the end of Grade 3. The guide is divided into the following sections: (1) Introduction; (2) Commissioner's List of Reading Instruments; (3) Commissioner Recommendations for Administration; (4) Commissioner's Recommendations for Professional Development; (5) Commissioner's Recommendations for Application to the Instructional Program; (6) School District Responsibility; and (7) Ordering Reading Instruments. Appendixes contain Texas Education Code 28.006; evaluation criteria; and a list of who to call for information. (NKA)

ED 438 521 CS 013 886

The Texas Reading Initiative.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

communications. The interpretation and development presented are guided by the Platonic method of collection and division, which is introduced in "Phaedrus." The paper begins with an evaluative overview, followed by an interpretation of Plato's collective orientation to the work. Major parts of the dialogue, such as Lysias' and Socrates' speeches and immortal forms represented, are then analyzed, followed by a synthetic reflection that provides a brief review of the organic whole, and a concise critique of the quality and helpfulness of R. Hackforth's commentary. The closing summary suggests that: (1) "Phaedrus" challenges the reader's intellect and supplies deeper perception with each reading; (2) it contains a related set of themes and subthemes which all serve to improve the soul and intellect; and (3) the degree of focused mental activities engaged by the reader is at least a partial indicator of the value "Phaedrus" will impart. (EF)

ED 438 543   CS 216 999

Hickey, Dona, J. Ed.; Reiss, Donna, Ed.
Learning Literature in an Era of Change: Innovations in Teaching.
PUB DATE- 00
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Creative Thinking; Critical Theory; Higher Education; Hypermedia; Instructional Effectiveness; *Instructional Innovation; *Literary Criticism; *Literature; Teacher Collaboration; Teacher Student Relationship
IDENTIFIERS- Response to Literature; *Technology Integration; *Writing about Literature

This essay collection presents a range of teaching strategies developed by teachers of literature who have heard the call from students, employers, and academic administrators for more relevant learning experiences in an ever-changing world. Integrating critical theory and classroom experiences, the essays demonstrate how to foster learning, collaboration, cooperation, and creative thinking. Following a foreword by Kenneth Bruffee and an introduction by the editors, essays in the collection are: (1) "Wingdams: Piloting New Channels in Writing about Literature" (Katherine M. Fischer); (2) "Epistolary Pedagogy and Electronic Mail: Online Letters for Learning Literature" (Donna Reiss); (3) "On Teaching Literature Students To Interpret: The Textual 'Gap' as Point of Departure" (Ronda Leathers Dively); (4) "Generative Criticism in the Seminar Room: Applying Lateral Thinking to the Study of Literary Theory" (Barry Lewis); (5) "Exploration and Discovery in the Undergraduate Survey of Literature: The Poster Presentation" (Marie-Madeleine Schein); (6) "Permeable Boundaries: Arts within the Arts" (Dona J. Hickey); (7) "Figuring Literary Theory and Refiguring Teaching: Graphics in the Undergraduate Literary Theory Course" (Marlowe A. Miller); (8) "From Short Fiction to Dramatic Event: Mental Imagery, the Perceptual Basis of Learning in the Aesthetic Reading Experience" (Terri Pullen Guezzar); (9) "The Look of a Book: Using Technology To Visualize Narrative Structure" (Joy Castro); (10) "Sculpting the Text" (Nancy Macky and Frederick Horn); (11) "Alchemy to Chemistry: Integrating Science and Humanities" (Sandy Feinstein); (12) "Theme Days: Literature across the Curriculum" (Sylvia Hodges Gamboa); (13) "Project-Based Literary Instruction: The Women of the Romantic Period Hypertext" (Daniel Anderson); (14) "Hypermedia Design in the repeatedly chooses a serial book for pleasure reading, then appreciation and ability to choose and recognize quality works will diminish. Four sixth-grade English classes recorded their independent reading choices for five months. Those who habitually read series books were chosen for the study. These students were then interviewed to determine their reasons for choosing both their series and non-series independent reading and their perceptions on the literacy quality of these books. The findings in this study did not support the hypothesis. (Contains 37 references and 5 tables of data.) (Author/RS)

ED 438 565   CS 217 025

Ediger, Marlow
Reading Poetry in the Language Arts.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Elementary Education; *Language Arts; Language Usage; *Literature Appreciation; *Poetry; Reading Aloud to Others; Reading Improvement; Reading Material Selection; Student Motivation

An important type of reading for elementary age pupils is to read poetry. Pupils need to experience reading and writing different kinds and forms of poetry. There are rich meanings and messages in poetry. The novel use of words adds to the learning repertoire of pupils. There should be poems for pupils to read that deal with diverse topics and genres. The poems should be on the appropriate reading levels for individual pupils for maximum achievement to take place. The teacher needs to read poetry frequently to pupils in an enthusiastic way. Each pupil may wish to collect his or her favorite poems for enjoyment and future reference. Pupils need to become motivated through the use of different stimuli in order to read and write more poetry. For selected pupils, reading much poetry has been a way of increasing skills in learning to read more proficiently. (RS)

ED 438 566   CS 217 026

Mena, Ileana F.
Interest Differences between Male and Female Students and Correlation to Their Academic Grades.
PUB DATE- 00
NOTE- 59p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Grade 2; Grade 3; Primary Education; *Sex Differences; *Student Interests; Urban Education

A six week study in an urban district was conducted attempting to compare the academic interests between male and female students at the second and third grade levels, and correlate these with the students' academic performance, as put forth on the Record of Student Growth, or Report Card. The children completed teacher made interest inventories. The following week the children were asked to choose from an art, math, or reading/writing activity at the end of each class period, when World Language classes met. At the end of the five week period, all students had chosen an activity during "free time." The program-oriented accountability that largely ignores people's participation in all or most of these phases. This paper, based on field work data collection and analysis of villagers' perceptions of nutrition development communication projects in Nepal, reveals that villagers strongly reject conventional one-way expert-dominated communication, and prefer and support a two-way dialogical participatory communication paradigm. The data collection in the article was undertaken in three districts in which nutrition projects were being conducted; these represented three distinctive ecological zones in Nepal: Nawalparasi (plain areas), Gorkha (hill), and Ramechhap (high hill). The paper also reveals villagers' strong preference for group discussion as a means of facilitating two-way participatory dialogues between a project and villagers in enhancing nutritional well being. Contains 7 notes, 7 tables of data, and 22 references. (NKA)

ED 438 588   CS 510 252

Lohr, Paul, Ed.; Meyer, Manfred, Ed.
Children, Television and the New Media. Communication Research and Broadcasting No. 13.
PUB DATE- 99
NOTE- 447p.; A publication series of the Internationales Zentralinstitut fur das Jugend--und Bildungsfernsehen (IZI).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Childrens Television; Elementary Secondary Education; Foreign Countries; Internet; *Mass Media Effects; *Mass Media Role; *Media Research; Music; *Television; *Television Research; Violence
IDENTIFIERS- *Europe

This book is a collection of selected articles (published in the 1990s) from "TeleviZIon," a specialized journal of the "Internationales Zentralinstitut fur das Jugend--und Bildungsfernsehen," that take up problems relating to media research and present national and international developments in the field of children's and young people's television. After a preface, articles in the first section (Do Children Need Television?) are: "Do Children Need Television?" (Bruno Bettelheim); "European TV Kids in a Transformed Media World: Findings of the UK Study" (Sonia Livingstone, Moira Bovill, and George Gaskell); "European TV Kids in a Transformed Media World: Findings from Germany, Flanders and Sweden" (Friedrich Krotz); "How a Child Experiences Reality. Educational Parameters of Environmental Acquisition Beyond the Influences of the Media" (Jan-Uwe Rogge); and "TV Kids--New Socialisation Types?" (Michael Schmidbauer and Paul Lohr). Articles in the second section (Children's Television in Transformation) are: "Children in the Media Market of the Nineties" (Michael Schmidbauer and Paul Lohr); "Computer Kids Are Avid TV Viewers" (Stefan Weiler); and "Children's Television in Transformation? Something Is Going on in Children's Bedrooms" (Ben Bachmair). Articles in the third section (Internet and Multimedia) are: "Taking Off for the Virtual World" (Jo Groebel); "Children on the Internet" (Tobias Gehle); and "Young People Online" (Michael Schmidbauer and Paul Lohr). Articles in the fourth section (Television Features and Formats) are: "Television Formats and the Child's Processing of Visual Information" (Michael Schmidbauer); "Understanding--Yes or No? Designing Children's News on Television" (Paul Lohr); "Not a Dumping Ground for Sensations and Catastrophes" (Michael Schmidbauer);

make tuition vouchers available to parents to help them transfer their children to safer schools. It is the first program to offer federal assistance to any state or locality interested in designing a school-choice demonstration project for public, private, and religious schools. The plan would also help parents create tax-free higher education savings accounts. The text outlines the three school-choice provisions in S. 1 which would: (1) give children who attend violent schools vouchers to transfer to a safer school of their choice; (2) allow poor children to switch schools if they have been the victims of violent crime in schools; and (3) provide parents with scholarships or vouchers that would enable them to choose a public, private, or religious school for their children. Such choices would offer children a safe school environment, would provide opportunities to improve their academic performance, and would funnel dollars directly into the classroom. S. 1 would also allow government intrusion in local education, and this component of the act is criticized. Ways in which S. 1 would modify the Individuals with Disabilities Education Act are likewise discussed. (Contains 42 references and notes.) (RJM)

ED 438 608   EA 030 246

Mathis, William J.
Interest Group Influences in Advancing and Inhibiting Educational Finance Reform: The Politics of Equity in Vermont's Act 60.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; *Educational Resources; Elementary Secondary Education; Expenditure Per Student; *Finance Reform; School Community Relationship; *Tax Allocation
IDENTIFIERS- *Vermont

This paper analyzes educational-finance reform in Vermont, which culminated in the passage of Act 60, a comprehensive education and tax reform measure, and the subsequent political furor the act engendered. It outlines the pre-reform background focusing on early civil-society organizations and the unique political landscape in Vermont. The article describes the political actors in the reform debate, such as the League of Women Voters and The Vermont Natural Resources Council, and the various legislative movements these groups championed. Details of failed reform efforts and the many facets of political maneuvering are provided. After elements of bipartisan support of various reform packages fell apart, deliberative discourse fell to the side and political regrouping began in earnest. Corrections through the courts were then sought by financial reformers, and a family sued the state to obtain financial equity among school districts. The resultant victory and the passage of the reform legislation, Act 60, and subsequent backlash are described. The reform process resulted in watershed transformations of political thought and culture in Vermont. Most importantly, the notion of a statewide responsibility for the education of all children was firmly established, supported by a statewide property tax; and the entrenched idea of an inequitable financial share in education was eradicated. (Contains 32 references and notes.) (RJM) development and the use of the op-ed section of the newspaper, an important source of information for community leaders. Some of the other topics considered by the panel include the use of public-relations experts and the building of relationships. Ways in which charter-school leaders can circulate their message are through letters to the editor, presentations, targeting audiences (potential students and parents), and a Web site. (Contains 12 references.) (RJM)

ED 438 628   EA 030 270

Mayer, Susan E., Ed.; Peterson, Paul E., Ed.
Earning and Learning: How Schools Matter.
PUB DATE- 99
NOTE- 365p.; Co-published by the Brookings Institution Press and the Russell Sage Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Class Size; *Cognitive Ability; Curriculum Design; Economic Opportunities; *Economic Status; *Educational Change; Elementary Secondary Education; Free Enterprise System; *Income; *School Choice; Scores

This book examines the effects of learning on income and other life outcomes. It focuses on particular aspects of schooling that influence the way a child learns, such as age at entry, classroom size, and curriculum, as well as the effectiveness of structural reforms, like national or statewide exams or school choice. Of particular interest is the relationship between cognitive test scores and economic success. The 13 chapters are divided into two parts. Part 1, "Schooling, Cognitive Skills, and Future Earnings," features articles on aptitude and achievement and the ability of test scores to predict educational attainment and earnings, economic success and the evolution of schooling and mental ability, and whether the timing of school affects how much children learn. Part 2, "Improving Schooling," centers on school reforms and how much they matter in the schooling/earnings debate. These chapters discuss the impact of class size on school achievement, the effects of math and math-related courses in high school, whether hard courses and good grades enhance cognitive skills, incentives and learning, the effects of school choice on curriculum and educational environment, the effects of school choice in New York City, and the costs and benefits of school reform. (Contains an index and approximately 320 references.) (RJM)

ED 438 629   EA 030 271

Williams, Janet; Ferguson, Dianne L.
Family Involvement in Education. OSSC Bulletin.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 28p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Family Involvement; Family Role; Kindergarten; *Parent Participation; *Parent Teacher Cooperation; Partnerships in Education; Preschool Teachers; Primary Education; Program Development; Program Effectiveness
IDENTIFIERS- Basic Schools (Boyer 1995)

This article examines a collaborative practice-based research other behaviors, appropriate behaviors, and incompatible behaviors); and (6) parent training. Recommendations to teachers concerning classroom use of the various strategies are offered. (Contains 27 references.) (DB)

ED 438 648 EC 307 670

Lewis, Rena B.
Project LITT (Literacy Instruction through Technology): Enhancing the Reading Skills of Students with Learning Disabilities through Hypermedia-Based Children's Literature. Final Report.
SPONS AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Computer Assisted Instruction; Educational Technology; Elementary Education; *Hypermedia; *Instructional Effectiveness; *Learning Disabilities; Limited English Speaking; Middle Schools; *Reading Instruction; Reading Skills

This final report describes activities and accomplishments of a 3-year federally funded project, Project LITT (Literacy Instruction Through Technology), which focused on developing the reading skills of elementary and middle school students with learning disabilities (LD) by using hypermedia-based children's literature. The project involved five interrelated studies focused on: (1) characteristics of hypermedia-based children's literature in relation to students' learning needs; (2) learning strategies used by students with LD in interactions with this type of software; (3) types of instructional supports needed to maximize reading gains that students receive from hypermedia-based children's literature; (4) the effectiveness of this software in improving students' reading skills; and (5) effectiveness of bilingual versions of the software with LD students who are English language learners. Findings indicated that when LD students engaged in unstructured interactions with talking storybook software their reading performance was not enhanced but when structured support was provided their time on task increased, as did gains in reading skills. Specific recommendations are offered for selecting talking storybook programs and for classroom reading instruction. (Contains 18 references, and information about LITT related conference papers, publications, and Web sites.) (DB)

ED 438 649 EC 307 671

Reschly, Daniel J., Ed.; Tilly, W. David, III, Ed.; Grimes, Jeffrey P., Ed.
Special Education in Transition: Functional Assessment and Noncategorical Programming.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Delivery Systems; *Disabilities; Disability Identification; Early Childhood Education; *Educational Change;

provided by interpreters, and discusses principles guiding the professional behaviors of interpreters. When working with an interpreter, professionals are urged to remember: (1) the interpreter's role is to facilitate communication, not to work as a teacher's aide or to participate in class activities; (2) familiarity with the subject matter will enhance the quality of the interpreted message; (3) keep lines of sight free for visual access to information; (4) interpreters normally interpret one or two sentences behind the speaker; (5) allow time during class discussions or questions and answer periods for the student to raise his hand, be recognized, and ask the question through the interpreter; (6) the interpreter will relay your exact words, so address the person you are communicating with, not the interpreter; (7) try avoiding talking while students are focused on written classwork; (8) plan some strategic breaks; (9) encourage the students to wait until recognized before speaking or signing; and (10) captioned films and videotapes are strongly recommended. (CR)

ED 438 667   EC 307 689

Giles, Pam
C-Print TM : A Notetaking System. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other NETAC teacher tipsheets, see ED 307 686-692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); *Computer Uses in Education; Deafness; *Hearing Impairments; Higher Education; *Inclusive Schools; *Notetaking; Partial Hearing; Secondary Education

This tipsheet describes C-Print TM , a computer-aided speech-to-print transcription system, as a support service option for deaf and hard-of-hearing student(s) in mainstream educational environments. C-Print requires a typist to capture a teacher's lecture (and students' comments) into a laptop computer. The typed information is displayed simultaneously on a second laptop computer, or a television monitor, for the hearing impaired student/s to read during class. Afterward, the printed text is available to these students for review purposes. The system uses word processing software aided by abbreviation and communication software. Software costs average about $900, and salaries for the typist are between those of a professional notetaker and an interpreter. Ten strategies for faculty members using C-Print are suggested, such as: introduce the captionist and the C-Print service to the class, thereby demonstrating faculty support; allow the captionist to sit in a location that makes hearing the instructor and students as easy as possible; and restate or summarize students' comments if they are difficult to hear or are disorganized. (DB)

ED 438 668   EC 307 690

Battat, Brenda
Teaching Students Who Are Hard of Hearing. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98

DESCRIPTORS- *Academic Accommodations (Disabilities); Adults; Child Rearing; Clinical Diagnosis; Educational Strategies; Elementary Secondary Education; Employment; *Family Environment; Identification; Interpersonal Competence; *Learning Disabilities; *Nonverbal Ability; Nonverbal Communication; Student Placement; *Symptoms (Individual Disorders); Transitional Programs
IDENTIFIERS- *Nonverbal Learning Disabilities

This manual discusses the characteristics of students with nonverbal learning disorders (NLD) and provides strategies to help students with NLD in the home and classroom environment. It begins by describing the symptoms of NLD, including lack of coordination, faulty spatial perceptions, lack of ability to comprehend nonverbal communication, difficulties adjusting to transitions and new situations, and significant deficits in social judgment and interaction. Following chapters address: (1) identifying the child with NLD; (2) the developmental profile of NLD through the life span; (3) early adjustment problems; (4) the effects of NLD on motor, visual-spatial-organizational, and social skills; (5) diagnosing and servicing nonverbal learning disorders; (6) differences between attention deficit/hyperactivity disorder and NLD; (7) helping the child with NLD at home; (8) accommodating a child's NLD at school; (9) appropriate educational placement; (10) compensations, accommodations, modifications, and strategies; (11) helping the child with NLD acquire social skills; (12) transitioning toward adulthood and transition strategies; (13) adulthood and independence and employment characteristics; and (14) NLD and related disorders. A chart of different disabilities with social incompetencies is included along with a glossary of basic terms, and a list of support organizations and resource publications and Web sites. (Contains 27 references.) (CR)

ED 438 688 EF 005 294

Duke, Daniel L., Ed.
Spotlight on New Learning Environments: A Journal of the Thomas Jefferson Center for Educational Design at the University of Virginia, 1997-98.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Design; Core Curriculum; Elementary Secondary Education; *Experiential Learning; Preschool Education; Public Schools; School Construction
IDENTIFIERS- *Learning Environment

A two-issue volume presents articles describing innovative schools, classrooms, and alternative learning arrangements found in some of today's schools. Issue one contains three articles offering glimpses of an elementary school committed to the Core Knowledge curriculum of E. D. Hirsch, a renovated school devoted to early childhood learning programs, and a middle school experiential learning program. The three articles contained in the second issue highlight the Minnie Howard School in Alexandria, Virginia, a learning environment exclusively for ninth graders; "The Center for Communications," a high-tech learning environment in Henrico County (Virginia); and a case study of Gildersleeve Middle School in Newport News, Virginia that follows the school's creation from initial conception to final construction. (GR)

ED 438 689 EF 005 377

NOTE- 6p.; Published monthly. "An interview with Glenn H. Nordin, Asst. Director of Intelligence Policy (Language and Training), Office of the Asst. Sec. of Defense, C3I.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Interviews; *Language Enrollment; *Language Proficiency; *Military Personnel; Military Schools; *National Defense; Second Language Instruction; Second Language Learning; *Second Language Programs; Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Department of Defense

This interview with Glenn H. Nordin, Assistant Director of Intelligence Policy (Language and Training), Office of the Assistant Secretary of Defense, explores in depth the officially perceived language needs of the U.S. military in the foreseeable future. Questions and answers include the following: How has the end of the Cold War affected Pentagon foreign language needs? There is more need for expertise in the harder to learn and less commonly spoken languages, such as Serbo-Croatian, as intervention and peacekeeping duties increase; What are the most in-demand languages now? The in-demand languages include Russian, Arabic, Chinese, Korean, Persian, Somali, Haitian French Creole, Albanian, Serbian/Slovak, Slovenian, Urdu, Hindi, Gujarati and the languages of West and East Africa. Other questions include: What skill levels are required for these languages? How is the department of defense meeting these needs and what are the challenges? Can the academic world supply sufficient numbers of foreign language speakers? Can technology, especially the new translation software, make a significant difference in the struggle to meet foreign language needs? What long-term steps has the department of defense taken to meet its needs? (KFT)

ED 438 711 FL 026 136

Hickey, Leo, Ed.
The Pragmatics of Translation. Topics in Translation 12.
PUB DATE- 98
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Interpreters; *Pragmatics; Semiotics; *Speech Acts; *Translation; Verbs; *Written Language
IDENTIFIERS- Deixis; Ellipsis; Hedges (Linguistics); Markedness; Politeness

Pragmatics, often defined as the study of language use and language users, sets out to explain what people wish to achieve and how they go about achieving it using language. The thirteen chapters in this volume show how translation (skill, art, process, and product) is affected by pragmatic factors such as the acts performed by people when they use language; how writers try to be polite, relevant, and cooperative; the distinctions writers make between what their readers may already know and what is likely to be new to them; what is presupposed and what is openly affirmed; time and space; how writers refer to things and make their discourse coherent; and how issues may be hedged or attempts made to produce in readers of the translation effects equivalent to those stimulated in readers of the original. Particular attention is paid to legal, political, humorous, poetic, and other literary texts. Chapter titles include the following: "Speech Acts and Illocutionary

Walker, Galal; McGinnis, Scott
Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers. Pathways to Advanced Skills Series No. FLP 01.
PUB DATE- 95
NOTE- 28p.; This publication is a statement of the deliberations of the Task Force for Teacher Training in the Less Commonly Taught Languages, organized as a summer institute by the National Council of Organizations of Less Commonly Taught Languages (Bryn Mawr, PA, June 23-28, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; *Language Teachers; Learning Strategies; Second Language Instruction; Second Language Learning; *Teacher Education; Teaching Methods; *Uncommonly Taught Languages

The study of less commonly taught languages (LCTLs) presents challenges different from those faced by more commonly taught languages. LCTL educators are challenged by the unavailability of instructional resources and opportunities and lack of access to cultures. Only recently have LCTL teachers and researchers begun to identify problems and potential pathways toward collective solutions to these special challenges. They have identified five conditions for learning and teaching LCTLs in the United States: (1) Because learning an LCTL is a lifelong learning career and requires spending more time outside the classroom living the demands of the LCTL culture, the proper role of formal instruction is to enhance and sustain that career; (2) developing LCTL expertise is the only reasonable career goal for LCTL learners and teachers; (3) truly effective LCTL learning and teaching must be culture-based; (4) learners, teachers, and teacher trainers are responsible for their own programs to achieve expertise; (5) all LCTL learning and instruction must be adapted to local conditions. Discussion of this is followed by a statement and discussion of assumptions and the implications for learners, teachers, and the training of teachers. At the present time, there is no institution whose language programs address all these conditions and considerations or deal with the implications. (KFT)

ED 438 730 FL 026 178

Lins, Ulrich
The Work of the Universal Esperanto Association for a More Peaceful World. Esperanto Document No. 45A.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Esperanto; Foreign Countries; *Language Usage; Multilingualism; *Peace; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Universal Esperanto Association

The Universal Esperanto Association (UEA) association has two aims: to promote the use of the international language Esperanto, and to facilitate all relations, spiritual and material, among people, without distinction as to nationality, race, religion, politics, or language. This paper focuses on the contribution of the Esperanto movement to the furtherance

Topics include integrating outreach with research, teaching, and service; integrating outreach into faculty careers; cooperative extension; and accomplishing outreach through centers and institutes. A section on new 21st century roles and rewards for university faculty follows. The section on leadership roles and responsibilities examines large-scale institutional change; developing outreach leadership; and outreach shaped by external constituencies. The section on assessing outreach discusses stimulating faculty involvement and leadership, and evaluating quality outreach. A section on community collaborations covers creating problem-focused outreach partnerships, managing access to university resources, knowledge-building in communities, university-school collaboration on research, regional outreach, and information technology. Topics in instructional outreach include evaluation of off-campus instruction, administering diverse instructional formats, assisting faculty through technology transitions, and funding instructional outreach. Other sections include a change model; the purpose and promise of higher education in a changing society; and an epilogue. Appendixes offer results of a symposium survey and a "poster" session. (CH)

ED 438 750   HE 032 636

Galloway, Fred J.; Swail, Watson Scott
Institutional Retention Strategies at Historically Black Colleges and Universities and Their Effects on Cohort Default Rates: 1987-1995. Monograph Series.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Black Colleges; Black Education; Black Students; Blacks; *Dropout Research; Higher Education; *Loan Default; Loan Repayment; Minority Groups; *School Holding Power; Student Attrition; Student Financial Aid; *Student Loan Programs; Student Personnel Services; Student Recruitment; Withdrawal (Education)

This study analyzed institutional factors that significantly affect cohort default rates at historically black colleges and universities (HBCUs) and assessed the potential for reducing these rates. It has been hypothesized that the HBCUs most successful in lowering student cohort default rates are those that have also succeeded in increasing student retention rates. Swail's (1995) conceptual framework for student retention, which focuses on barriers and issues facing minority students, was used to identify and assess factors that might contribute to reducing cohort default rates. A mixed time-series/cross-sectional model examined the effectiveness of institutional strategies designed to reduce cohort default rates; data was analyzed for financial aid, recruitment and admissions, curriculum and instruction, academic services, and student services at 80 HBCUs for the period 1987-95. Analysis revealed that increases in some non-academic components (grants and student services) of an institution's budget are statistically associated with increases in cohort default rates. However, increases in instructional services are associated with lower cohort default rates, with such increases having their biggest effect at relatively low levels of spending. The study concludes that, although the data explain about 40 percent of the variation in cohort default rates, student-based characteristics and other factors account for the majority of the variation. (Contains 12 references.) (CH) intervention, focusing on how to minimize barriers; (3) evaluation of the intervention (interviews) to ascertain its effects; and (4) follow-up study (in-depth interviews) after several years. The results are described in terms of antecedent, process, and outcome variables. Perceived information barriers are analyzed at the individual, organization, and society level. Results indicate that information utilization reflects both person and situation. The managers' information utilization behavior is based on and controlled by his perceptions of the information situation at hand and memory representations from the past. It is shown that, mediated by motivational and other affective states, the quality of these representations, of which perceived information barriers are important constituents, guide his information utilization behavior. Results further indicate that educational measures seem to be a feasible way of minimizing certain barriers through information literacy. (Contains 346 references.) (Author/MES)

ED 438 770 IR 019 894

Timpson, William M.
Metateaching and the Instructional Map. Teaching Techniques/Strategies Series, Volume 1.
PUB DATE- 99
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Mapping; Educational Planning; Educational Research; Elementary Secondary Education; Instructional Improvement; *Instructional Innovation; *Lesson Plans; Maps; Teacher Student Relationship; Teachers; Teaching Methods

This book describes a conceptual framework, the "Instructional Map"--a metaphor for envisioning the interconnectedness of teacher and student, teaching and learning, and content and process--that can help teachers plan, sort their way through course material and instructional options, interact with students, and reflect upon progress made and what remains to be done. The first portion of the book describes the Instructional Map and how it can help teachers to think more systematically about their instruction, goals for student learning, getting students to be more critical and creative, and balancing what they present with what they want in the way of active student participation. The next section touches on parallel work--such as concept mapping and Ausubel's advance organizer--drawing on Gagne's work on learning, rules, and higher-order rules, as well as Perry's research on cognitive development. Metacognition (thinking about thinking) and metateaching are discussed. The next portion explains the Instructional Map in greater detail, and offers other uses for it. A description of how the Instructional Map can be used to provide useful feedback to teachers and students is provided, as well as several examples of using the Instructional Map, to give overviews of different approaches to teaching. (AEF)

ED 438 771 IR 019 895

Ediger, Marlow
Integrating Technology into the Curriculum.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English

Baylor, Amy L.; Kozbe, Barcin
A Personal Intelligent Mentor for Promoting Metacognition in Solving Logic Word Puzzles.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Fourth World Congress on Expert Systems (Mexico City, Mexico, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Computer Assisted Instruction; Computer System Design; *Computer Uses in Education; *Critical Thinking; High School Students; High Schools; *Intelligent Tutoring Systems; Learning Strategies; Man Machine Systems; *Mathematical Logic; Mathematics Skills; Mentors; *Metacognition; *Problem Solving

This paper describes a Personal Intelligent Mentor (PIM) that facilitates metacognitive development in the domain of solving logic word puzzles. Metacognition is an important aspect for critical thinking skills. High school students must develop logical and critical thinking abilities as a prerequisite for higher-level math and computer programming classes. There is substantial interest at present in the development and use of software agents. They are being deployed in large and increasing numbers to assist users in finding and managing information. This research focuses on how intelligent agents can help students to improve their problem solving skills. The paper first motivates the utility and need for agents for education. Using this motivation as a guide, requirements are derived for the formation of a PIM as a cognitive tool. The paper then describes possible tasks for the Personal Intelligent Mentor and discusses how the PIM will interact with other agents, its environment, and users to improve its capabilities. (Contains 19 references.) (Author/AEF)

ED 438 792   IR 019 918

Stanley, Deborah B.
Practical Steps to the Research Process for High School. Information Literacy Series.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High School Students; High Schools; Learning Activities; *Lesson Plans; *Research Methodology; Research Projects; *Research Skills; *Student Research

This guide to the Research Process is a four-day diary of scripted research lessons. It is based on a generic concept of research and addresses the ever-increasing need for methods to manage information in a practical way, explaining how to teach research. The lessons and strategies are all based on authentic teaching experiences, and the underlying assumption is collaboration. There are four general sections to this guide: Section 1: "Planning and Preparation"; Section 2: "The Research Process"; Section 3: "Application and Accountability"; and Section 4: "Enrichment and Extension." Only Section 2 is the actual Research Process, containing the scripted student lessons that are adapted to fit into three days of instruction at the high school level. Students begin their own hands-on

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; *Adolescents; Library Collection Development; Library Planning; Library Policy; *Library Services; Philosophy; Professional Continuing Education; *Public Libraries; Users (Information)

This book is a hands-on guide to the philosophy and practice of young adult services in the public libraries. The following chapters are included: (1) "Young Adult Services Philosophy," including reasons to serve teens, why teens are the way they are, who serves young adults, and how to interact with teens; (2) "Youth Participation," including surveys, focus groups, junior friends groups, and teen advisory boards; (3) "Planning for Young Adult Services," including creating a young adult services plan, young adult goals and objectives, action plan, and evaluation; (4) "Creating a Young Adult Space," including location, layout, furniture, technology, and decor; (5) "The Young Adult Collection," including fiction, nonfiction, magazines, comic books and graphic novels, computers, audiovisual materials, and collection development; (6) "Serving Young Adults," including marketing and publicity, reader's advisory, reference and homework support, programming, and outreach; (7) "Rights and Responsibilities," including intellectual freedom and troubleshooting; and (8) "Continuing Education for Improved Service," including staff training, local involvement, state and regional involvement, national involvement, and advocacy. Appendices include policy, programming, and planning materials. (Includes an index.) (MES)

ED 438 815 IR 057 640

Onwuegbuzie, Anthony J.; Jiao, Qun G.; Daley, Christine E.
The Experience of Non-Native English-Speaking Students in Academic Libraries in the United States.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Anxiety; Comparative Analysis; English (Second Language); *Foreign Students; Higher Education; Knowledge Level; Library Instruction; *Library Services; Limited English Speaking; Measures (Individuals); Student Attitudes; Use Studies; *Users (Information)
IDENTIFIERS- Barriers to Information; *Library Anxiety

This study compared native and non-native English-speaking university students with respect to frequency of library usage and reasons for using the library, as well as differences between these groups with respect to levels of library anxiety. Findings were intended to be used in the planning and implementation of library services for international students. Two instruments were used in the study: the Demographic Information Form (DIF), and the Library Anxiety Scale (LAS), a Likert-format instrument that assesses levels of library anxiety according to five subscales (barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers). Subjects comprised 522 undergraduate and graduate students from two universities. These students came from 15 non-English-speaking countries representing the continents of Europe, Asia, Africa, and South America. Findings suggested that: (1) non-native English-networking, digital library systems and audiovisual materials, current trends and use of information technology in papers from 13 libraries of the Asian distance and open education institutions. Papers include: "The 'State-of-the-Art' of Information Management in the Bangladesh Open University Library" (Muhammad Saadat Ali); "The Library System and Its Services in China's Radio and TV Universities" (Xingfu Ding); "Library Services for Distance Learners in the Open University of Hong Kong" (Wai-man Wong); "Library Services in Shanghai TV University Library (in Chinese)" (Mei Yin He); "Library System and Information Services at the Indira Gandhi National Open University" (Neela Jagannathan); "Brief Note on the Services Provided and Future Plans of Dr. B. R. Ambedkar Open University Library, Hyderabad" (G. Sujatha); "Networking of Indian Open Universities: A Proposal" (Madhukar N. Shewale); "A Plan for the Development of the Library of Indonesia Open Learning University" (Effendi Wahyono, M. Hum); "The Establishment of Digital Library System for Audio/Video Materials" (Duk-Hoon Kwak); "Tun Abdul Razak Library, Institut Teknology Mara Shah Alam, Selangor Darul Ehsan" (Wahid Sulaiman) "The Role of Electronic Library Service Supporting Distance Education Students, and Current Trends in Library Related Information Technology" (Abd. Akla Wan Ismail); "UPOU Library Plans" (Eleanor S. Payawal); "Library Services at Sukhothai Thammathirat Open University" (Somsuang Prudtikul). (AEF)

ED 438 834   IR 057 660

Library Resources for the Blind and Physically Handicapped: A Directory with FY 1998 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 99
NOTE- 120p.; For 1997 directory, see ED 425 756.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Blindness; *Braille; Directories; *Information Sources; *Library Collections; *Library Services; Library Statistics; *National Libraries; Physical Disabilities; Regional Libraries; Special Libraries; Tables (Data)
IDENTIFIERS- Library of Congress; *National Library Service for the Blind

This directory lists National Library Service for the Blind and Physically Handicapped libraries and machine-lending agencies alphabetically by state. Each entry includes address, phone and fax numbers, e-mail address, World Wide Web site, area served, librarian name, hours, book collection, special collections, assistive devices, special services, and publications. Other library resources at the national level are arranged alphabetically by the name of the organization. Each entry indicates address, phone and fax numbers, contact person, hours, eligibility requirements, special media available, subject coverage, reading levels, lending policies, and catalog availability. Appendices present fiscal year 1998 data on readership, circulation, budget, staff, and collections. (MES)

ED 438 835   IR 057 661

McElmeel, Sharron L., Ed.
Tips: Ideas for Secondary School Librarians & Technology Specialists. Second Edition. Professional Growth Series.
PUB DATE- 00
NOTE- 185p.

colleges are many and varied, a more flexible measure of the success rate of a community college should be used to determine whether those who attend such colleges achieve their goals. This article sets forth the Individual Academic Plan (IAP), an assessment program that could help community colleges support their claims of success by providing an accurate and quantitative assessment of their success. The information that is gathered on each student through utilization of the IAP becomes part of the database for institutional assessment, and would form the basis for evaluation of institutional success. It would also be used for the assessment of the particular needs and interests of each student, so that the institutional resources could be offered as soon as possible in order to assist each student to achieve his or her goals. This article also discusses problems in implementing the IAP. (VWC)

ED 438 855   JC 000 187

Livieratos, Barbara
Student Satisfaction at the End of the Millennium: Findings from Howard Community College's 1999 YESS Survey.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Community Colleges; Full Time Students; Higher Education; Part Time Students; *Student Attitudes; *Student Characteristics; Student Personnel Services; Student Surveys; Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

Each spring, students in randomly selected classes at Howard Community College (Maryland) complete the Yearly Evaluation of Services by Students (YESS) survey. The purpose of this survey is to gather student perceptions about the quality of service and instruction they received, and to rate other elements of the campus environment in order to inform college decision making. The resulting report describes students' demographic and educational characteristics. The report notes that the respondents typically match the overall gender and racial percentages in the student population, although younger and full-time students are over-represented. Nine hundred twenty-seven students responded, representing 19% of the entire student body. Overall, ratings of the college student services were high. Favorable ratings were given to the class size, overall quality of learning services, attitudes of faculty toward students, and quality of overall instruction. The survey indicated that students felt safe on the campus, and the overall level of satisfaction was favorable. Part-time students tended to give higher ratings than full-time students did. Full-time students' ratings were higher in the areas of feeling prepared to transfer to a four-year college and opportunity for involvement in campus activities. Twenty-eight tables of detailed demographic information and survey responses are included. (AF)

ED 438 856   JC 000 188

Woltz, Mary G.
Regenerative Studies: College Community and Community College.
PUB DATE- 98
NOTE- 82p.; Master of Landscape Architecture Thesis, North

ED 438 875 JC 000 214

University of Hawaii Community Colleges, 1998.
PUB DATE- 98
NOTE- 98p.; For the 1997 newsletters, see ED 417 769.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agricultural Education; Citizenship Education; *Community Colleges; Community Involvement; Conservation Education; Cultural Education; Cultural Opportunities; *Hawaiians; Malayo Polynesian Languages; Native Language Instruction; Newsletters; Partnerships in Education; Service Learning; Two Year Colleges
IDENTIFIERS- *Hawaii

This series of newsletters describes information about special activities, academic programs, and honors and awards involving faculty, students, staff and the greater communities served by the University of Hawaii (UH) Community Colleges. This set contains the eight issues of volume 33, 1998, which discuss the following topics, among others: (1) the Crimes Against Tourists program at UH community colleges; (2) service learning; (3) UH history; (4) new career programs at UH, including Computing, Electronics and Networking Technology, and Certified Home Operator Programs; (5) economic development through education; (6) educational change; (7) 1997-98 academic awards; (8) creating learning-centered colleges; (9) global focus on educational future; (10) articulation agreements; and (11) head start programs for high school students. Chosen for summary are two special projects unique to Hawaii. On the Big Island, UH has developed a unique way to preserve native plant species by using approaches that involve the active learning and involvement of students and the community. A service learning component involves coordination with a county organization to assist senior citizens with yard work. Students also participate in weed eradication programs in local National Parks and help maintain trails. (AF)

ED 438 876 JC 000 215

Santa Barbara City College Faculty and Staff Resource Guide for Assisting the Emotionally Troubled Student.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; *Behavior Disorders; Classroom Techniques; Community Colleges; Emotional Disturbances; Emotional Problems; Mental Health; *Resource Materials; *Student Needs; *Student Welfare; *Teacher Response; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This faculty and staff resource guide, published by the Santa Barbara City College (SBCC) Mental Health Counseling Program, is targeted at assisting the emotionally troubled student. It is designed to give faculty and staff some techniques in dealing with distressed or difficult students. Someone needs to refer a student when: the problem or request for information is beyond your level of competency; you fear for the safety of a student or others; and you feel like you cannot work with a

LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information
  Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advertising; Childhood Attitudes; *Children;
  Childrens Rights; Film Production; Foreign Countries;
  Government Role; Internet; Legislation; *Mass Media Role; *Mass
  Media Use; *Media Research; Periodicals; Public Policy;
  *Television; Television Research; Television Viewing

This yearbook compiles research findings on children and youth and media violence from the perspective of the United Nations Convention on the Rights of the Child. The thematic focus of this yearbook is on what is being done to combat gratuitous media violence. It presents information on media education and children's media participation. Section 1 of the yearbook, "Children's Access to Media and Media Use," presents research on media access and use for children in Europe and worldwide. Section 2, "The Image of the Child in the Media," details how children are presented in news and entertainment media, and in advertising in various countries. Section 3, "Media Education," provides information on media education programs in Canada, South Africa, Australia, the Nordic countries, the UK, India, and Latin America. Section 4, "Children's Participation in the Media," includes articles describing programs from various countries in which children and youth participate in media production, such as videotapes, television, radio, the Internet, and magazines. Section 5 contains several international declarations and resolutions concerning children and the media. Section 6 provides information on organizations worldwide concerned with children and the media, and a compilation of Internet addresses by and for children. (Most sections contain references and notes. (KB)

ED 438 895   PS 028 062

Meins, Elizabeth
Security of Attachment and the Social Development of Cognition.
  Essays in Developmental Psychology.
PUB DATE- 97
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art
  Materials (070)
DESCRIPTORS- *Attachment Behavior; Child Language; *Cognitive
  Development; Comparative Analysis; Infant Behavior; *Infants;
  Language Acquisition; *Parent Child Relationship; Parents as
  Teachers; Perspective Taking; Piagetian Theory; Pretend Play;
  Theories; *Toddlers
IDENTIFIERS- Bowlby (John); False Beliefs; Maternal Scaffolding;
  Security Classifications; *Security of Attachment; Theory of
  Mind; Vygotsky (Lev S)

This book investigates children's security of attachment in infancy and its relationship to their cognitive development in the preschool years, presenting evidence that caregivers' proclivity to treat their infants as mental agents and to attribute intentionally to their behavior is critical to their child's cognitive development. The book critiques attachment theory, examines correlates and consequences of attachment security, and details four of the author's studies as well as experiments by Fernyhough (1996). Study 1 found that securely attached toddlers achieved a higher level of search than insecurely attached toddlers, thus providing evidence for greater self-efficacy. Study 2 found vocabulary differences

(055)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Child Health; *Course Content; *Developing Nations; Diseases; Foreign Countries; Guidelines; Health Education; *Health Programs; Health Services; Infant Care; Lesson Plans; Nutrition; Pediatrics; Physical Health; Primary Health Care; Program Implementation; Public Health; Sick Child Care; Teaching Methods; Training
IDENTIFIERS- *Peace Corps

This manual was designed to be used as part of the pre-service training technical curriculum for Peace Corps health programs. The topics in the manual were selected from a needs assessment of Peace Corps personnel around the world. The manual consists of five parts and an introduction, the Trainer's Guide, which contains an overview of the manual and gives a brief synopsis of each section's content, notes on delivering the sessions, and guidelines on how to design a technical curriculum and an integrated training curriculum. Part One: Child Health--Country Overview provides country-specific information on health problems and activities in the host country. Part Two: Fundamentals of Child Health contains maternal and child health information, diseases, and immunizations. Part Three: Entering the Community contains exercises that help trainees understand the importance of working with the community while they perform health work. Part Four: Understanding the Setting leads trainees through the work of gathering general information about the community and its health issues. The last section, Part Five: Addressing Child Health Issues looks at how to design, implement, monitor, and evaluate health activities or interventions, and also trains participants in giving health presentations. Each section contains 3-12 lesson plans for sessions, each of which consists of objectives, overview, time needed, staff needed (if applicable), materials needed, preparation, delivery steps, and resources. (KC)

ED 438 408   CE 079 692

MOU: Guidelines for the Development of a Memorandum of Understanding for the Adult Education and Family Literacy Act under the Auspices of the Workforce Investment Act of 1998.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Community Colleges; *Compliance (Legal); Delivery Systems; *Federal Legislation; *Guidelines; Literacy Education; State Standards
IDENTIFIERS- *Iowa; *Workforce Investment Act 1998

Section 121 of the Workforce Investment Act of 1998 (WIA) requires Regional Workforce Investment Boards (RWIB) to develop a memorandum of understanding (MOUs) with the Regional Workforce Development Center (RWDC) partners to detail how resources will be coordinated across funding streams to operate and provide services for RWDC delivery systems. This document provides guidelines designed to serve as a model for Iowa's community college-based adult basic education local program providers for inclusion of basic literacy skills programs, services, funding, and ancillary services in the RWIB's MOU developed under Title II of the WIA. The document is organized into the following sections: (1) MOU definition; (2) MOU guideline assumptions; (3) required partners to be included in the RWIB MOU; (4) required components of the MOU; (5) failure to execute an MOU; (6) sources of information; (7) Attachment A adults; and (6) the citizenship course. Two appendixes that provide acronyms, rules, and the state standards correlations are included, as are a state-level staff directory, and a directory of technical assistance directors and consultants organized by the five regions of the state. (KC)

ED 438 427 CE 079 717

Murphrey, Theresa Pesl
Comparing and Contrasting the Effectiveness of Computer-Based Instruction with Traditional Classroom Instruction in the Delivery of a Cross-Cultural Educational Module for Agriculturalists. A Summary Report of Research. Department Information Bulletin.
PUB DATE- 99
NOTE- 40p.; For an earlier study, see ED 419 525.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; Course Evaluation; *Cross Cultural Training; Higher Education; *Instructional Effectiveness; Instructional Materials; Learning Modules; *Outcomes of Education; Undergraduate Study
IDENTIFIERS- Texas A and M University

A study was conducted to determine the effectiveness of computer-based instruction for delivering a cross-cultural module to undergraduate agricultural students enrolled at Texas A&M University. A quasi experimental research method, known as a nonequivalent control group design was used. The population consisted of 68 students enrolled in non-honors sections of the undergraduate course, Agricultural Education 440, Principles of Technological Change, during the fall 1996 semester. A cross-cultural module was developed for delivery by two different instructional methods: traditional classroom and computer based. Three instruments were developed to collect data as pre-test, post-test, and post-posttest. Cronbach's alpha was used to determine the reliability of each instrument. The alphas obtained were pretest=.61; posttest=.80; and post post-test =.77. Students initially had a relatively low cross-cultural knowledge, with the mean score of the pre-test being 49 for the control group and 53 for the treatment group out of 100 points possible. Both traditional classroom and computer based instruction were effective in facilitating learning regarding cross-cultural education. Computer based instruction was more effective. Students perceived computer based instruction to be a valuable teaching tool when used in association with traditional classroom instruction. The null hypothesis that "no difference would exist between the control group and the treatment group" was rejected. (Contains 79 references.) (YLB)

ED 438 428 CE 079 721

Monitoring and Evaluation of Literacy and Continuing Education Programmes. Practitioners' Manual.
PUB DATE- 99
NOTE- 136p.; The manual is the major result of the UNESCO Technical Working Group Meeting on Monitoring and Education of Literacy and Continuing Education (Quezon City, Philippines, May 4-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

common criticisms, and gives examples of the types of innovative provision franchising has allowed. "The Rise and Fall of Franchising" (Brian Styles) emphasizes the distorting effects of franchising on the sector and its impact on non-franchised provision. "Community-Based Collaborative Provision" (Maggie Gidney) underlines the variety of forms franchising has taken, which, in turn, explains why there is no easy regulatory solution to the difficulties raised. "Franchising and Core Provision" (Birmingham University School of Education) presents research findings on the impact of the funding methodology used in FE since incorporation. "The Selling of FE Lite, How We Spend a Bundle of Cash without Increasing Opportunities at All" (Adrian Perry), discusses the following six major problems with franchise work as presently constituted: (1) it diverted funds and attention from mainstream work; (2) it sprang up undiscussed and unplanned; (3) it used funds that could have been better used elsewhere; (4) it paid for training that would have been occurring anyway, or that was not meant to be funded as FE; (5) it distorts comparisons of growth and costs; and (6) it works against local and regional planning for educational capacity. "Update" (Mick Fletcher) is a summary of changes introduced in 1999. (Contains 21 references and list of acronyms.) (YLB)

ED 438 445   CE 079 753

The Learning and Skills Sector: The Emerging Agenda. FEDA Comments.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Adult Education; *Educational Change; Educational Finance; *Educational Legislation; *Educational Planning; Federal Aid; Foreign Countries; Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; School Business Relationship; School Community Relationship; Youth Programs
IDENTIFIERS- *Great Britain; Proposed Legislation

Britain's new Learning and Skills Bill focuses on learners', not providers', interests. The Learning and Skills Council (LSC) opens up funding for voluntary and community bodies, and organizations from outside education, and has a duty to encourage employers to participate in the provision of post-16 education and training. Local education agencies (LEAs) may establish and maintain secondary schools that provide full-time education only for 16-19 year-olds. The role of local learning partnerships is strengthened, a welcome development given their potential for reflecting the needs of the local community. The bill restricts the power of further education corporations to set up companies for the purpose of providing education or training. Although local authorities have a greater strategic influence over post-16 learning in their local areas, the bill makes it clear that in relation to adult and community education, LEAs are required to secure provision specified by the LSC. LSCs' responsibilities mark a significant shift toward more area-based planning and higher quality. A model gives them the role of assessing needs, generating a plan to meet them, and contracting provision to deliver. Although the planning approach set out is essentially local, patterns of regional and national specialisms have been established. The bill makes it clear that when a course for 16-19 year-olds leads to an

We're Education...You're Semiconductors. Improving Worker Skills through Employer-Community College Partnerships.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 41p.; A publication of the Working Ventures Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Community Colleges; Corporate Education; *Corporations; Curriculum; Delivery Systems; *Education Work Relationship; Educational Cooperation; *Educational Needs; Educational Practices; Guidelines; Job Training; Models; Organizational Climate; *Partnerships in Education; Private Sector; Program Costs; Program Descriptions; Program Development; Program Evaluation; Public Sector; *School Business Relationship; School Choice; Training Methods; Training Objectives; Two Year Colleges

This document is intended as a guide to help employers, training providers, and others develop effective partnerships with leading-edge community colleges. The document begins with an overview of the strategies used by four effective training partnership initiatives involving the following corporations and community colleges: Sequins, International, and LaGuardia Community College (New York); Daimler-Chrysler and Macomb Community College (Georgia); Intel and Mission College (California); and Boeing and Shoreline Community College (Washington). In the remaining 6 sections of the guide, the following issues that are likely to be raised by employers who are considering using community colleges as training providers are addressed by drawing upon the experiences of the 4 partnerships: (1) understanding the economic rationale for investing in workers; (2) choosing the appropriate community college to provide training; (3) structuring the partnership; (4) developing and delivering the curriculum; (5) determining training costs and formulating a budget; and (6) assessing partnerships. The guide's conclusion presents and discusses lessons learned, including the following: (1) employers should seek community colleges that combine capacity, area expertise, and flexibility; (2) employers and community colleges must define their roles clearly; (3) partnerships should incorporate extensive curriculum planning; and (4) the curriculum, program delivery, and teaching should reflect the workplace. (MN)

ED 438 464 CE 079 789

Tanaka, Kazutoshi; Evers, Michael B.
Ergonagy: Its Relation to Pedagogy and Andragogy.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999). For another study of ergonagy, see CE 079 790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Andragogy; Case Studies; Comparative Analysis; Definitions; *Education Work Relationship; Educational Cooperation; Educational Principles; Educational Research; Educational Theories; International Cooperation; International Educational Exchange; Teaching

*State Standards; State Surveys; *Statewide Planning; Student Evaluation; *Student Projects; Teaching Guides
IDENTIFIERS- *Pennsylvania

This document contains the final report and selected materials and products from Project Learner Goals, a project undertaken to assist the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) in describing the form and content of project learner activities (activities serving short-term learner goals) within an ABLE-funded program and, ultimately, making recommendations for standards for programs serving project learners. The final report summarizes the objectives, outcomes, and impacts of Project Learner Goals, which included the following major activities: (1) research on project learner programs in Pennsylvania and nationally; (2) development of a working definition of "project learning"; and (3) development of an Individual Education Plan (IEP) format and assessment procedures that will be pilot tested in three ABLE programs serving project learners within Pennsylvania in 1999-2000. Appendixes constituting approximately 80 percent of the document contain the following items: (1) in-depth breakdown of the survey results; (2) practitioner guide that includes a definition of project learning, case studies of the goals and programs of two project learners, and guidelines for developing IEPs for project learners and assessing their progress; (3) an IEP for project learners; and (4) student intake data, assessment data, and exit data forms. (MN)

ED 438 483   CE 079 850

Cooper, Richard
Statewide Staff Development Project: Adults with Learning Differences. Final Report, 1998-1999.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 29p.; For the 1997-1998 Final Report, see ED 427 230.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; Adult Students; Classroom Techniques; Delivery Systems; Educational Technology; English Instruction; High School Equivalency Programs; Information Dissemination; *Inservice Teacher Education; Instructional Materials; Intergenerational Programs; *Learning Disabilities; Learning Processes; Material Development; Mathematics Instruction; Mnemonics; Newsletters; Parent Education; Parents as Teachers; Program Development; Program Effectiveness; Science Instruction; Social Studies; Special Needs Students; Staff Development; *Statewide Planning; Teacher Workshops; Teaching Methods; Training; World Wide Web
IDENTIFIERS- General Educational Development Tests; *Pennsylvania

A staff development program was conducted to provide adult educators in Pennsylvania with information about adults with learning differences and information about using alternative instructional tools and techniques to instruct such adults. The following four training sessions were developed: (1) Teaching GED (General Educational Development) Math and Science to Adults with Learning Differences; (2) Teaching GED English and Social Studies to Adults with Learning Differences; (3) Helping Parents Work with Children Who Learn Differently; and (4) Using Mnemonics to Teach Adults with Learning Differences. A total of 63 staff development sessions were conducted in Pennsylvania's

1992. Scores for the lowest-performing 12th graders were lower in 1998 than in 1992. (Contains 6 figures of data and 5 endnotes.) (Author/RS)

ED 438 503   CS 013 840

Ediger, Marlow
Planning for Reading Instruction.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Learning Strategies; Primary Education; *Reading Achievement; *Reading Instruction; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Classroom Effectiveness; Reading Behavior; Variables

Numerous variables enter in when teachers plan and implement the reading curriculum. Classroom climate has much to do with who will succeed in reading. The classroom needs to have a variety of reading materials. Each student should then be able to locate materials on his or her interest level as well as locate subject matter that is personally fulfilling. The reading environment should be one of trust, respect, acceptance, and confidence. Teachers should emphasize reading readiness activities and then assess the degree learners are ready for reading a new selection. To assist students in comprehending subject matter, teachers should take time to discuss questions and comments students have about subject matter they have read. The reading teacher may guide students in achieving higher levels of cognition. Then students need to be able to apply what has been read. Most students like to read aloud in class, and oral reading has advantages since both teachers and students can participate in discussion of materials. It is crucial to have follow-up activities after the ongoing guided lesson in reading has been completed. Comprehension strategies should involve critical and creative thinking, as well as problem solving. Depth teaching, rather than survey approaches, should be stressed in ongoing lessons and units of study, and flexible grouping should be used to provide for optimal reading achievement. (NKA)

ED 438 504   CS 013 883

Edmondson, Jacqueline
America Reads: A Critical Policy Analysis. Literacy Studies Series.
PUB DATE- 00
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Critical Theory; *Educational Policy; Educational Research; Government Role; *Literacy; *Political Issues; Primary Education; Program Implementation; *Reading Instruction
IDENTIFIERS- *America Reads Challenge; Critical Pedagogy; Educational Issues; Pennsylvania State University; *Program Objectives

This book examines President Clinton's America Reads Challenge, a proposed solution to the political, social, and economic inequality in the United States and explains how the goals of

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Primary Education; Program Descriptions; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Programs
IDENTIFIERS- Texas

This pamphlet describes the Texas Reading Initiative, a comprehensive plan aimed at improving reading instruction in Texas and begun after a challenge was issued by Governor George W. Bush that each and every child must learn to read. It lists the 8 key elements that were established to guide the initiative (including increasing awareness of students' reading skill levels in K-3, showcasing model reading programs, motivating school districts to make pro-reading decisions, and stimulating private sector initiatives). It then describes 10 specific actions taken, or programs developed, as part of the initiative. (RS)

ED 438 522 CS 013 887

Good Practice: Implications for Reading Instruction. A Consensus Document of Texas Literacy Professional Organizations.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; *Community Involvement; Primary Education; *Professional Development; *Reading Instruction
IDENTIFIERS- *Balanced Reading Instruction; Texas

Based on meetings of educators representing the diversity of literacy organizations in Texas, this pamphlet addresses the need for a balanced and comprehensive approach to reading instruction--an approach that recognizes the importance of phonemic awareness, explicit letter-sound instruction, and word recognition practice as well as focused comprehension instruction and significant experience with literature. It briefly describes seven implications for balanced reading instruction; 11 assumptions for delivery of balanced reading instruction; five implications for professional development; and three implications for community involvement. The pamphlet also lists 15 literacy organizations in Texas. (RS)

ED 438 523 CS 013 888

Texas Reading Initiative: A Governor George W. Bush Public Education Challenge.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Financial Support; Primary Education; Private Sector; *Reading Achievement; Reading Improvement; *Reading Programs; Reading Skills; State Programs
IDENTIFIERS- State Initiatives; Texas

English Classroom" (Tonya Browning); (15) "Hypertextual and Networked Communication in Undergraduate Literature Classes: Strategies for an Interactive Critical Pedagogy" (Marcel Cornis-Pope); (16) "Linear Modeling: Giving Technology's Power to Students" (Peter Havholm and Larry Stewart); (17) "Shakespeare Online: Reflections on Teaching and Learning" (Helen J. Schwartz and Brian C. McDonald); and (18) "Videos and the Virtual Classroom: A Teleweb for Teaching Modern American Poetry" (Gail Summerskill Cummins). (NKA)

ED 438 544 CS 217 000

McCord, Michael A.
Distanciation, Appropriation, and Assimilation as Hermeneutical Making of Meaning in the Work of Paul Ricoeur and Mikhail Bakhtin.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Response; *Communication (Thought Transfer); Comparative Analysis; *Hermeneutics; Higher Education; *Scholarship
IDENTIFIERS- *Bakhtin (Mikhail); Discourse; Meaning Construction; *Ricoeur (Paul)

Communication--"real" communication--involves the hearer/reader as much as it involves the speaker/writer. This paper presents some of the ideas regarding the speaker/hearer, writer/reader, and text/meaning relationships in the work of Paul Ricoeur and Mikhail Bakhtin. The paper notes that, though neither of these men thought of themselves as rhetoricians, much of their work has been appropriated by scholars in Rhetoric and Composition Studies precisely because communication has long been a central concern for both Bakhtin and Ricoeur. It also discusses the nature of the relationship between spoken discourse and written discourse, since that relationship is of fundamental importance. The ultimate goal in the paper is to show that, even in theoretical rhetorical systems that are apparently dissimilar, the audience--the reader--is as important in the "construction" of meaning as the reader is in "conveying" meaning. The paper states that there are both differences and similarities between the ideas of Bakhtin and Ricoeur and that, at the outset, their theories will seem incompatible. It then makes an attempt to perform at least a partial synthesis between their ideas. It points to an "intersection" when the two men discuss the importance of the audience in making (as opposed to "taking") meaning from texts. By way of introducing the two theories, the paper offers a simplified "in a nutshell" explanation of to the point of contention. (Contains 14 references.) (NKA)

ED 438 545 CS 217 001

Fife, Ernelle
Using Science Fiction To Teach Mainstream Literature.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, GA, November 4-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

surveys were paired with the activity choice of each student, and at the end of the first marking period, these data were attached to each student's Report Card. All the collected data were compared with respect to gender, then grade. The results of this study lend credence to the belief that there are gender differences with respect to interest and academic performance, though these seem more apparent at the third grade level, than at the second grade level. Appendixes contain a teacher-made interest inventory, activity choices, and a Report Card. (Contains 21 references, 4 tables and 2 figures of data.) (Author/RS)

ED 438 567 CS 217 027

Illustrative Examples for English Language Arts: Kindergarten to Grade 9.
PUB DATE- 00
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Communication Skills; Curriculum Guides; Elementary Education; *English Instruction; Foreign Countries; Junior High Schools; Language Arts; *Listening Skills; *Reading Skills; *Student Educational Objectives; *Writing Skills
IDENTIFIERS- *Alberta

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for implementation in Alberta, Canada, in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes. The general outcome from the program of studies is located at the top of each page. The specific outcomes for the educational level are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column. Each grade level is represented in separate sections, and each section contains references. (RS)

ED 438 568 CS 510 226

Cahn, Dudley D.
Faculty Development at SUNY: Shifting from Teaching to Learning.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Faculty Development; Higher Education; Instructional Innovation; *Interpersonal Communication; *Teacher Behavior; Teacher Student Relationship; *Teleconferencing
IDENTIFIERS- *Online Courses; *State University of New York; Technology Integration

This paper takes the SUNY (State University of New York) Learning Network faculty development program, which helps faculty and their students incorporate technology in their courses, the

"'I Know That Already from the Proper News': Findings from a Pilot Study" (Karin Bohme-Durr); "Cartoons in Media Research" (Sabrina Kaufmann and Paul Lohr); and "Children and TV Advertising: Research Findings 1988-1993" (Paul Lohr). Articles in the fifth section (The Violence Issue) are: "'Terrific Scenes': A Study of Children's Reactions to Violence on the Screen" (Helga Theunert and Bernd Schorb); "How Do Children Observe and Come to Terms With Violence on TV?" (Michael Schmidbauer); "Media Violence and Media Education. How Adolescents Handle Action Films" (Maria Borcsa and Michael Charlton); and "Chaos and Fun Knock Out 'He-Man'" (Helga Theunert and Bernd Schorb). Articles in the sixth section (Adolescents and Their Media Worlds) are: "Youth Media and Youth Scenes: Results of a Recent Survey" (Michael Schmidbauer and Paul Lohr); "Adolescent Media Behaviour: Scenes, Styles, Competence" (Waldemar Vogelgesang); and "Adolescents and Politics on Television" (Birgit van Eimeren and Brigitte Maier-Lesch). Articles in the last section (Music on Television) are: "Back in the Days of Rock, Pop and Youth" (Arne Willander); "'I'm Crazy about Techno'--An Interview with Daniela (15), Philipp (16) and Christian (16)" (Paul Lohr); and "Channels for Young People: Music Videos on MTV Europe and VIVA" (Michael Schmidbauer and Paul Lohr). (RS)

ED 438 589   CS 510 255

Behar, Cara
The Effects of Classical Music on Listening Comprehension.
PUB DATE- 00
NOTE- 117p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; *Listening Comprehension; *Music; Special Education; Story Grammar
IDENTIFIERS- *Classical Music

A study determined the effectiveness of background classical music on listening comprehension. Nine special education students were read 10 different stories while music was either playing or not. They were asked the same four story element questions after each story. Results showed no significant differences between the two types of listening sessions. Raw scores indicated only a slight difference in the music settings. These differences were considered negligible for the purposes of this study. Contains 21 references and a table of data. Numerous story map responses (for both the music and no music settings) are attached. (Author/RS)

ED 438 590   EA 030 005

Warren, Paul
K-12 Master Plan: Starting the Process.
PUB DATE- 99
NOTE- 49p.; Prepared with assistance from Robert Turnage, Jannelle Lee, Mary Jones, Rob Manwaring, Marianne O'Malley, and Gerald Beavers.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Administration; Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Government School Relationship; *Long Range Planning; School Policy; *State Action; Strategic Planning

ED 438 609   EA 030 248

Worona, Jay
Religion and the Schools: Emerging Issues.
PUB DATE- 99
NOTE- 18p.; Published bimonthly. This article is a summarized version of a presentation given at the NSBA Council of School Attorneys' "School Law Retreat" (Charleston, SC, October 15-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compliance (Legal); *Court Litigation; Creationism; Elementary Secondary Education; *Federal Regulation; *Government School Relationship; Racially Balanced Schools; Religion; *School Prayer; *State Church Separation

This publication offers a brief review of religion and school issues that emerged in U.S. courts in 1999. Included are prayer in public schools; teacher's free exercise rights limited by establishment clause; impermissible student lessons and activities; teaching of evolution/creation science; volunteer clergy counselors in the schools; aid to parochial schools; vouchers; a special publicly funded school district for religious sect; and the use of school facilities for religious purposes by outside groups. Case notes are also provided for: religion; Eleventh Amendment; race-based admissions; Fourth Amendment; the Americans with Disabilities Act; employment, and Section 1983. The article ends by reviewing cases recently brought before the Supreme Court. (DFR)

ED 438 610   EA 030 249

Maranto, Robert, Ed.; Milliman, Scott, Ed.; Hess, Frederick, Ed.; Gresham, April, Ed.
School Choice in the Real World: Lessons from Arizona Charter Schools.
PUB DATE- 99
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; *Charter Schools; *Educational Change; Elementary Secondary Education; *Government School Relationship; School Choice; State Government; *State Programs
IDENTIFIERS- *Arizona

Arizona has nearly 25 percent of the charter schools in the nation. These Arizona schools present something new: the first system approaching comprehensive school choice in the real world. This edited volume assembles the perspectives of social scientists and education practitioners and gives the first published account of the Arizona charter school phenomenon. The book is divided into four parts. Part 1, "Theoretical and National Perspectives," contains 4 chapters: "And This Parent Went to Market: Education as Public versus Private Good" (L. Elaine Halchin); "The Death of One Best Way: Charter Schools as Reinventing Government" (Robert Maranto); "Congress and Charter Schools" (David L. Leal); and "Charter Schools: A National Innovation, an Arizona Revolution" (Bryan C. Hassel). Part 2, "Social Scientists Look at Arizona Charter Schools," contains 6 chapters: "The Wild West of Education Reform: Arizona Charter Schools" (Robert Maranto and April Gresham); "Why Arizona Embarked on School Reform (and Nevada Did Not)" (Stephanie project. It recounts the experiences of a kindergarten teacher as she implemented a program to increase family involvement in education. The text is based on classroom documents, parent meetings, and parent interviews. The setting for the narrative is a Basic School, a type of school founded on the vision of Ernest Boyer that positions parents as a child's first and most important teachers. To facilitate parent participation, the teacher reviewed the literature on family involvement and then chose a strategy that would lead to a genuine collaboration between home and school and thus bring families closer to their children's education. The report describes the tactics the teacher used to learn more about the children and their families and what these families viewed as priorities. It discusses her decision to use the activity-based assessment (ABA) inventory to guide conversations about what families wanted their children to learn and how the ABA served as the organizing principle for a series of family meetings. The document evaluates these efforts to involve family members in their children's education and the decision to use practice-based research to analyze these efforts. It details the extent of involvement and the subsequent results. (Contains 12 references.) (RJM)

ED 438 830   EA 030 272

Shokraii, Nina H.; Berry, John S.
Education: Empowering Parents, Teachers, and Principals. Chapter
  9. Issues '98: The Candidate's Briefing Book.
PUB DATE- 98
NOTE- 47p.; Some text and graphics did not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Charter Schools; *Educational Change; Elementary
  Secondary Education; Family Role; Federal Government;
  Government School Relationship; *Parent Participation;
  Partnerships in Education; Program Development; Program
  Effectiveness

This article examines education reform in America, focusing on charter schools. It outlines the current issues in the educational system and details some of the problems that have been identified in recent years, such as lagging test scores. Some of the other difficulties that schools face include discipline problems, wasteful federal financial-aid programs, and record levels of student debt. The essay claims that more spending does not lead to better quality in education and provides a synopsis of where the money goes. It profiles some educational strategies that have enjoyed some success, such as contract management, charter schools, and school vouchers or scholarships. The text reports that school choice results in increased achievement and that it enjoys wide public support. Some of the other school reforms suggested in the document include the Chicago School Reform Model and the implementation of high standards. It examines the Clinton Administration's record in school reform and offers criticisms of each of these initiatives. It also reviews congressional approaches to education and outlines legislative efforts to establish school choice and charter schools, children's literacy, national tests, and block grants to local districts. Finally, the article outlines goals for reform, such as fostering school autonomy. (Contains 31 references.) (RJM)

ED 438 831   EA 030 273

*Educational Trends; Elementary Secondary Education; Labeling (of Persons); *Noncategorical Education; *Special Education; Student Evaluation; Trend Analysis
IDENTIFIERS- *Functional Behavioral Assessment; Individuals with Disabilities Educ Act Amend 1997

This volume offers 12 readings which attempt to synthesize key ideas underlying a shift toward functional and noncategorical approaches to special education in light of the Individuals with Disabilities Education Act Amendments of 1997. The chapters are: (1) "Origins of Categorical Special Education Services in Schools and a Rationale for Changing Them" (Jim Ysseldyke and Doug Marston); (2) "Reform Trends and System Design Alternatives" (Daniel J. Reschly and W. David Till III); (3) "Functional Analysis Assessment as a Cornerstone for Noncategorical Special Education" (Frank M. Gresham and George H. Noell); (4) "Noncategorical Special Education Services with Students with Severe Achievement Deficits" (Mark R. Shinn, Roland H. Good III, and Chris Parker); (5) "Noncategorical Approaches to K-12 Emotional and Behavioral Difficulties" (Frank M. Gresham); (6) "Transition from School-to-Adult Life" (Cheryl Hanley-Maxwell); (7) "Services to Young Children: Functional/Behavioral Conceptions of Services to Young Children" (Carla A. Peterson); (8) "Functional Approaches to Low Incidence Populations" (Diane M. Browder, Timothy Minarovic, and Edward Grasso); (9) "Developing Effective Program Plans for Students with Disabilities" (Lee Kern and Glen Dunlap); (10) "Curriculum-Based Evaluation: Finding Solutions to Educational Problems" (Kenneth W. Howell and Scott C. Hazelton); (11) "Providing Noncategorical, Functional, Classroom-Based Supports for Students with Disabilities: Legal Parameters" (David P. Prasse and Judy A. Shrag); and (12) "Disability Determination in Problem Solving Systems: Conceptual Foundations and Critical Components" (W. David Tilly III, Daniel J. Reschly, and Jeff Grimes). (Individual chapters contain references.) (DB)

ED 438 650   EC 307 672

Hess, Jean E., Comp.; Krawetz, Nancy, Ed.
The Paraprofessional: An Introduction. Strategies for Paraprofessionals Who Support Individuals with Disabilities. Facilitator Edition and Student Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 281p.; For 1995 edition, see ED 398 694. For other modules in this series, see EC 307 673-676.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Communication Skills; *Course Content; Courses; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Job Training; *Learning Modules; Legal Responsibility; Occupational Information; *Paraprofessional School Personnel; Stress Variables; Teamwork
IDENTIFIERS- *Minnesota

This training module is comprised of two documents, the facilitator's guide and the student guide, and is intended for the introductory phase of a course for paraprofessional school personnel. The facilitator's guide provides the full text of

NOTE- 4p.; For other NETAC teacher tipsheets, see ED 307 686-692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; *Classroom Communication; *Classroom Environment; *Classroom Techniques; *Deafness; Helping Relationship; Higher Education; Notetaking; Teacher Student Relationship; Teaching Methods

This tipsheet provides information on the incidence of students with hearing impairments or deafness enrolled in postsecondary education institutions. It discusses the special needs of student with hearing impairments and warning signs of hearing loss. Tips are provided for instructors, including: (1) repeat or rephrase questions/comments from the class before responding; (2) face the class and speak naturally at a moderate pace; (3) avoid the temptation to pick up the pace when time is short; (4) do not speak when writing on the blackboard; (5) lecture from the front of the room; (6) point out who is speaking in group discussions; (7) keep beards and mustaches trimmed; (8) discuss concerns about the student's ability to hear privately; (9) provide handouts such as a syllabus, lesson plans, and assignments; (10) write announcements and assignments on the board; (11) always use captioned films and videos or provide a written transcript; (12) help find seating near the front if requested by the student; (13) arrange for a written test instead of an oral test; (14) be familiar with interpreters and how to work with them in class; and (15) provide copies of your class notes if a notetaker is not available. (CR)

ED 438 669 EC 307 691

Orlando, Richard
Tutoring. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other NETAC teacher tipsheets, see ED 307 686-692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); College Students; Deafness; *Hearing Impairments; Higher Education; *Individual Instruction; Partial Hearing; *Tutorial Programs

This tip sheet offers guidelines for instructors who are working with a tutor for a student who is deaf or hard of hearing. It is assumed that the tutor is not fluent in sign language, the student's primary mode of communication is signed communication, tutoring interactions do not take place in the classroom, and the tutor is either a teaching faculty member or a special education staff member. Guidelines for course structure/presentation stress the importance of clear expectations being stated in the course syllabus, and use of peer notetakers to help the student concentrate on the professor and class. Characteristics of an ideal tutoring session are identified, including: the student has a basic understanding of supporting concepts; the student has realistic time expectations for tutoring; and the tutor has a full understanding of the subject/concept in question. Also specified are legitimate expectations for tutors to have of students (such as seeking tutoring assistance early), and for

USTC & TBA Guidelines for Tennis Court & Running Track Construction.
PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletic Fields; *Construction (Process); *Facility Guidelines; Recreational Facilities; Secondary Education; *Tennis; *Track and Field
IDENTIFIERS- *Building Standards

Guidelines are presented on tennis court and track and field construction that reflect the latest developments in construction technology, methodology, and practice. Based on contributions from experienced certified tennis court and track builders, material suppliers and design professionals, this manual examines each of the critical areas of court and field design and construction issues to consider when building these facilities. Section 1 provides guidelines in the areas of general conditions for construction, site investigation and preparation, vegetation control, and drainage for recreational areas. Section 2 focuses on tennis court guidelines that include court orientation and dimensions, court surfaces, lighting, surface painting, maintenance and repair of asphalt courts, conversion of hard to fast dry courts, and indoor tennis air structure construction. The third and final section addresses track guidelines and includes basic dimensions and site considerations, concrete construction, fencing, six types of track surfaces, field event construction, and layout and striping of running tracks. (GR)

ED 438 690 EF 005 379

Knirk, Frederick G.
Designing Productive Learning Environments.
PUB DATE- 79
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Climate Control; *Educational Facilities Design; Educational Technology; Elementary Secondary Education; Public Schools; *School Effectiveness; *Student School Relationship
IDENTIFIERS- *Learning Environment

Based on the premise that school facility design should actively encourage efficient and effective learning, this book explores key design decisions that have a crucial impact on the kind of student-teacher-media interactions which take place in all school rooms and open spaces. Topics addressed include learning space specifications; the conversion of learning specifications into architectural specifications; site planning and facility development; new facility costs and funding; indoor climate control, lighting, and acoustical control; instructional media technology requirements for effective and efficient learning; special-purpose facilities for more productive learning; and

Function in Translation Methodology" (Sandor G. J. Hervey); Cooperation and Literary Translation" (Kirsten Malmkjaer); "Pragmatic Aspects of Translation: Some Relevance-Theory Observations" (Ernst-August Gutt); "Politeness and Translation" (Juliane House); "Text Politeness: A Semiotic Regime for More Interactive Pragmatics" (Basil Hatim); "'New' versus 'Old'" (Frank Knowles); "Presupposition and Translation" (Peter Fawcett); "Deictic Features and the Translator" (Bill Richardson); "Verb Substitution and Predicate Reference" (Palma Zlateva); "Discourse Connectives, Ellipsis, and Markedness" (Ian Mason); "Hedges in Political Texts: A Translational Perspective" (Christina Schaffner); "Translating the Pragmatics of Verse in 'Andormaque'" (Ian Higgins); and "Perlocutionary Equivalence: Marking, Exegesis, and Recontextualization" (Leo Hickey). An index is included. Each chapter contains references. (KFT)

ED 438 712   FL 026 137

Paulston, Christina Bratt, Ed.; Peckham, Donald, Ed.
Linguistic Minorities in Central and Eastern Europe. Multilingual Matters 109.
PUB DATE- 98
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Education; Bilingualism; Cultural Maintenance; Cultural Pluralism; *Descriptive Linguistics; *Ethnic Groups; Foreign Countries; *Language Attitudes; Language Maintenance; *Language Minorities; Multilingualism; Official Languages; Second Language Learning; Slavic Languages; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Europe (Central); *Europe (East)

This collection aims to provide an introductory study of linguistic minorities in Central and Eastern Europe, taking into account historical development, present situation, language maintenance and shifts, as well as language and educational policies of the different countries in the area. The introduction (by Christina Bratt Paulston) discusses a theoretical framework of the contextual situations of language maintenance and shift in which linguistic minorities and bilingualism are found. Each chapter stands alone, but trends and generalizations emerge throughout the book with possibilities for model building and theory testing. Chapters include: "Linguistic Minorities in Austria" (Rudolf de Cillia, Florian Menz, Wolfgang U. Dressler, and Petra Cech); "Linguistic Minorities in the Balkans (Albania, Greece, and the Successor States of the former Yugoslavia)" (Hugh Poulton); "Ethnicity and the Nation: The Bulgarian Dilemma" (Bonka Boneva); "Linguistic Minorities in the Caucasus" (Sergei Arutiunov); "Linguistic Communities in the Czech Republic" (J. Nekvapil and J. V. Neustupny); "Linguistic Minorities in Hungary" (Anna Fenyvesi); "Republic of Latvia" (Ina Druviete); "Romania" (Peter Jordan); "Multilingual Russia and Its Soviet Heritage" (Harald Haarmann); and "Linguistic Minorities in Slovakia" (Martin Votruba). Each chapter contains extensive references. An index is included. (KFT)

ED 438 713   FL 026 138

Ghosn, Irma K.
Teaching EFL to Multiple Intelligences.
PUB DATE- 97

of world peace and the bringing together of the peoples of the world. Its chief contribution toward this goal is its efforts to promote the use of Esperanto as a means of reducing and eventually eliminating what the UEA views as the crushing evil of language diversity, the chief if not sole cause of disunion in the human family. A universal language, namely Esperanto will contribute to the unity and brotherhood of humanity. The paper gives a detailed history of the Esperanto movement and its ideology and goals. Practical examples are provided of Esperanto's use for peacemaking and humanitarian purposes during the first and second World Wars. The cooperation and partnership of the Esperanto movement with UNESCO to help remove stereotypes and misrepresentations of people in the world's textbooks, and the various other activities, are discussed. (KFT)

ED 438 731   FL 026 171

Ritchie, William C., Ed.; Bhatia, Tej K., Ed.
Handbook of Child Language Acquisition.
PUB DATE- 99
NOTE- 761p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingualism; Child Language; Communication Disorders; Communication Problems; Developmental Stages; *Language Acquisition; Language Impairments; Language Patterns; Language Processing; *Language Research; Language Universals; Language Usage; *Linguistic Input; Nature Nurture Controversy; *Phonology; Pragmatics; Speech Acts; Speech Impairments; Speech Language Pathology; *Syntax; Vocabulary Development

This volume provides a comprehensive overview of the major areas of research in the field of child language acquisition. It is divided into seven parts and 19 chapters. Part I is an introduction and overview. Part II covers central issues in the study of child language acquisition, focusing on syntax, including those of innateness, maturation, and modularity and presents some of the major theoretical orientations of the field. Part III focuses on children's word learning, while Part IV deals with the acquisition of phonology and pragmatics. Both parts III and IV are concerned with children's language acquisition in areas other than syntax. Part V includes three chapters on methodological and research issues. Types of input to the child can vary not only in quality and quantity but in modality as well. Their effects, are examined in Part VI in three chapters on monolingual spoken input, the acquisition of signed rather than spoken language, and bilingual children respectively. Part VII contains 2 chapters that explore the study of language and speech disorders. One chapter focuses on a review of research on phonological disorders in children and the other focuses on the problems that constitute specific language impairment. Conains extensive references, a list of abbreviations, and author and subject indexes. (KFT)

ED 438 732   FL 026 172

Guillot, Marie-Noelle
Fluency and Its Teaching. Modern Languages in Practice.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

ED 438 751 HE 032 637

Keller, Michael
Study of the Supply of and Demand for Doctoral Degree Recipients in Maryland.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission (School); Blacks; Comparative Analysis; *Doctoral Degrees; *Doctoral Programs; Employment Patterns; *Enrollment Trends; *Graduate Study; Higher Education; Labor Market; Minority Groups; Tables (Data); Trend Analysis
IDENTIFIERS- African Americans; *Maryland

Concerns about the proliferation of doctoral programs and too many Ph.D.s prompted this study of supply and demand for doctoral graduates in Maryland. This report examines trends in the applications and admissions of doctoral students and the number of doctoral enrollments and degrees awarded. Enrollment and degree information is presented by campus and program, and is analyzed by race, gender, citizenship, and residency, and in comparison with national data. In reviewing demand, the study surveyed the postgraduation employment status of nearly all doctoral degree recipients in Maryland between 1992-96. The report also contains results of interviews with academic affairs personnel, and concludes with policy questions related to statewide higher education planning. Highlights of the study include the following: doctoral enrollments have fallen from 1994 to 1998, with part-time students accounting for nearly all the decline; women account for 46 percent of doctoral students, and minority students for 15 percent (with African Americans accounting for 8 percent); 31 percent were foreign students; and 88 percent of doctoral degree recipients reported full-time employment (38 percent were working in Maryland) and less than 2 percent were unemployed. Fifty-four data tables are included, as well as two appendixes--trends in degrees awarded by program and by school, and the questionnaire. (CH)

ED 438 752 HE 032 638

Overview of Project Year 2000 in Rhode Island Public Higher Education.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Computer Security; *Computer Uses in Education; Computers; *Higher Education; Programming; *Public Education; State Government; State Legislation
IDENTIFIERS- Community College of Rhode Island; Rhode Island College; University of Rhode Island; *Year 2000 (Programming)

This monthly report documents the accomplishments of the Year 2000 project in Rhode Island's public higher education. It reviews computer problems related to the Year 2000 date change, noting the basic technical solution necessary to avoid disruption to higher education, and summarizes Executive Order 98-1, issued in January 1998, requiring all state agencies and departments to create a Year 2000 team composed of individuals critical to compliance efforts, and requiring each department

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Educational Objectives; Problem Solving; Teaching Methods; *Technology Education
IDENTIFIERS- *Technology Integration

This paper discusses technology education, with a focus on agriculture. Discussion includes objectives of instruction; integrating technology into the curriculum; objectives in technology education, including 10 learning opportunities for achieving educational objectives; inservice technology education, including issues to address and problems for workshop attendees to solve cooperatively or individually; learning opportunities and activities for achieving objectives; and evaluation of pupils as integral to unit teaching. (Contains 10 references.) (AEF)

ED 438 772 IR 019 [illegible]

Balajthy, Ernest
Is Instructional Technology All Worthwhile? I'm Retiring in the Next Decade.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Appropriate Technology; *Computer Uses in Education; Critical Thinking; Educational Objectives; *Educational Technology; Elementary Secondary Education; Equal Education; *Information Skills; Instructional Development; *Instructional Effectiveness; Internet; Lifelong Learning
IDENTIFIERS- Acceptable Use Policy; Access to Technology; *Technology Utilization

This paper surveys issues that draw together instructional technology (IT) with the goals of the traditional classroom curriculum. Ways that IT serves to further the traditional educational goals of developing lifelong learners who function with skills, knowledge, and wisdom are examined, as well as the potentials and challenges of IT. The first section addresses the challenges of using IT in the classroom, including the importance of IT tools and the knowledge about how to use them. The second section makes predictions about technology growth in education over the next 10 years. The third section discusses the following statements related to where IT fits into teachers' concerns: (1) My students will use IT ethically and productively as citizens of their nation and the world; (2) My students will learn to think critically about information presented to them; (3) My teaching efforts will be designed to meet students at their appropriate reading and learning levels; (4) My students will be able to find information from a wide variety of sources and reorganize it to make it personally meaningful; and (5) All my students, regardless of socioeconomic or other factors, will be successful in my classroom. (Contains 20 references.) (MES)

ED 438 773 IR 019 [illegible]

Educational Telecommunications: The State-by-State Analysis, 1996-97.
PUB DATE- 98
NOTE- 250p.; For 1998-99 report, see IR 019 906.
LANGUAGE- English

research on the fourth day--Chapter 10 in Section 3--starting with quick directions for efficient access of print and electronic sources and equipment. Sidebar icons appearing throughout the book represent some of the major trends in educational reform. (Includes an index, figures, and references.) (AEF)

ED 438 793 IR 019 921

Bates, A. W.
Managing Technological Change: Strategies for College and University Leaders. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Decision Making; *Educational Administration; Educational Change; Educational Development; Educational Finance; Educational Planning; *Educational Technology; Higher Education
IDENTIFIERS- *Technology Integration

Drawing on recent research and best practice case studies--as well as on the author's 30 years of experience in using technology for teaching--this book provides a wide range of strategies for managing change to ensure the successful use of technology in higher education. The book suggests strategies for winning faculty support for teaching with technology and provides advice on appropriate decision making and reporting structures. Other topics covered include reward systems, estimating costs of teaching by technology, and copyright issues. The book also details the essential procedures for funding new technology-based systems, managing the technology, and monitoring its ongoing educational effectiveness in anticipation of future changes. Throughout, the book maintains a focus on the human factors that must be addressed, identifying the risks and penalties of technologically based teaching and showing how to manage those hazards. The "Executive Summary" precedes the chapters: (1) "Confronting the Technology Challenge in Universities and Colleges"; (2) "Leadership, Vision, and Planning in a Post-Fordist Organization"; (3) "Planning and Managing Courses and Programs"; (4) "Technology Infrastructure and Student Access"; (5) "Supporting Faculty"; (6) "Calculating the Costs of Teaching with Technology"; (7) "Funding Strategies, Collaboration, and Competition"; (8) "Organizing for the Management of Educational Technologies"; (9) "Research and Evaluation"; and (10) "Avoiding the Faustian Contract and Meeting the Technology Challenge." (Contains references and an index.) (AEF)

ED 438 794 IR 019 922

Klueter, Lissa
Using Self-Paced, Intranet-Based Instruction To Increase the Use of an Interactive Distance Learning (IDL) System To Support Communication, Education, and Training.
PUB DATE- 99
NOTE- 63p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English

speaking students visited the library more frequently than native English speakers; (2) for both non-native and native English-speaking students, obtaining a book or article for a course paper was the most common reason for using the library, followed by studying for a test; and (3) non-native English speakers had higher levels of library anxiety associated with barriers with staff, affective barriers, and mechanical barriers, and lower levels of library anxiety associated with knowledge of the library than native English speakers. (Contains 25 references.) (MES)

ED 438 816   IR 057 641

Evans, G. Edward
Developing Library and Information Center Collections. Fourth Edition. Library and Information Science Text Series.
PUB DATE- 00
NOTE- 595p.; Developed with the assistance of Margaret R. Zarnosky. For the third edition, see ED 387 133.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; Censorship; Electronic Publishing; Government Publications; *Information Centers; Information Needs; Intellectual Freedom; Legal Responsibility; *Libraries; Library Acquisition; *Library Collection Development; *Library Collections; Library Cooperation; Library Education; *Library Material Selection; Library Policy; Library Science; Needs Assessment; Publishing Industry; Serials; Shared Library Resources; Textbooks; Vendors
IDENTIFIERS- Information Age

This fourth edition of the standard work on library centers addresses the challenges of electronic publishing, and puts issues of collection development into perspective. It provides students and practitioners with a broad understanding of the collection development process. Each chapter has been expanded and updated. The chapters are: (1) Information Age--Information Society; (2) Information Needs Assessment; (3) Collection Development Policies; (4) Selection Process in Practice; (5) Producers of Information Materials; (6) Print-Based Serials; (7) Electronic Serials; (8) Other Electronic Materials; (9) Government Information; (10) Audiovisual Materials; (11) Acquisitions; (12) Distributors and Vendors; (13) Fiscal Management; (14) Deselection; (15) Evaluation; (16) Cooperative Collection Development and Resource Sharing; (17) Protecting the Collection; (18) Legal Issues; and (19) Censorship, Intellectual Freedom, and Collection Development. An epilogue considers the future of collection development. Each chapter includes lists of further reading. Includes an index. (MES)

ED 438 817   IR 057 642

Facts about Maryland's School Library Media Programs, 1997-98.
PUB DATE- 98
NOTE- 25p.; Compiled by Gail Bailey, Jayne Moore, Pam Genco, and Donna Erb, with the statistical assistance of Treva Stack.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; *Educational Technology; Information Technology; Learning Resources Centers; Librarians; Library Administration; *Library Instruction; *Library Services; Library Skills; Media Specialists; Public Relations; Reading Programs; *School Libraries; Secondary Education; Volunteers
IDENTIFIERS- *Technology Integration

This book is a compilation of almost 800 hints and ideas written by practicing school library media and technology specialists. Ideas are drawn from the "Tips" column in "The Book Report: The Magazine for Secondary School Library Media and Technology Specialists." The book is organized in the following nine sections: (1) ...And They Will Come; (2) Computers--Easing the Curriculum; (3) Curriculum Involvement; (4) Managing the Library; (5) Library Skills; (6) Odds and Ends; (7) Public Relations; (8) Read, Read, and Read; and (9) Volunteers--Students and Community. (MES)

ED 438 836 IR 057 662

Mates, Barbara T.
Adaptive Technology for the Internet: Making Electronic Resources Accessible to All.
PUB DATE- 00
NOTE- 192p.; With contributions by Doug Wakefield and Judith Dixon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Accessibility (For Disabled); *Assistive Devices (for Disabled); *Disabilities; Information Technology; Library Services; Screen Design (Computers); Training; Users (Information); Vendors; *World Wide Web
IDENTIFIERS- *Access to Technology; *Electronic Resources; Web Sites

This book seeks to guide information providers in establishing accessible World Wide Web sites and acquiring the hardware and software needed by people with disabilities, focusing on access to the Internet using large print, voice, and Braille. The book also covers how to acquire the funds for adaptive technology, what type of equipment to choose, where to purchase the equipment, and how to inform the community of progress, as well as tips for ensuring that the equipment is placed in a nurturing environment. The following chapters are included: (1) Could Helen Keller Use Your Library? (2) Click (W)Here(?)!--Basic Document Design; (3) Large-Print Access to the Internet; (4) Hearing the Internet; (5) Touching the Internet with Braille; (6) Adaptive Technology for Hearing Impairments; (7) Surfing the Internet with a "Different" Board; (8) Computers Reading and Speaking--"Stand-Alone" Systems; (9) Funding Adaptive Technology; (10) Making It All Work--Staff Training; (11) Announcing Improved Access; and (12) Working in the Real World. Appendices provide information on: World Wide Web sites helpful for information on accessibility; selected vendors,

Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Alternative Energy Sources; *Energy; Energy Audits; *Energy Conservation; *Energy Education; Energy Management; Higher Education; *School Community Relationship; Scientific Concepts; Scientific Enterprise; Technical Institutes

This case study applies principles derived from the Center for Regenerative Studies (CRS) to a community college in North Carolina. CRS, on the campus of California State Polytechnic Institute (California), is dedicated to the education, demonstration, and research of degenerative systems in the areas of shelter, food production, energy, water and waste treatment. Regenerative systems are self-renewing systems in which the energy required to maintain them is continually replaced through their own functioning. This thesis contains five chapters covering the following: (1) different applications of regenerative strategies and values; (2) a discussion and evaluation of CRS; (3) a proposal on how regenerative studies can be incorporated into the continuing education and curriculum of a community college; (4) a specific case study of Central Carolina Community College's (North Carolina) sustainable farming program; and (5) conclusions. The paper concludes that the elements--modular scale, decentralization, community interactions and participatory formats--are common in both regenerative systems and community colleges. Each college maintains a balance of integration with the overall system, yet each is differentiated to reflect the concerns of its own community. They can be described as being of a small, modular scale in a decentralized system. Community interaction is present in regards to how community colleges provide continuing education and community-based programming. (Contains 88 references.) (AF)

ED 438 857   JC 000 189

Livieratos, Barbara
A Quest for Excellence: Results of Howard Community College's 1999 QUEST Survey.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Assessment; Educational Quality; *Faculty Evaluation; Reflective Teaching; *Self Evaluation (Individuals); Surveys; *Teacher Attitudes; *Teaching Conditions; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

Howard Community College uses the Quality Evaluation of Service Trends (QUEST) Survey to ask its employees to evaluate themselves and each other in terms of the quality of service they render to their various constituencies each year. Results of the 1999 survey include: (1) of the 51 service areas listed, 34 improved their ratings over the last survey; (2) the most highly rated services overall were those of the business, performing arts, science, technology, and test center office staff; (3) for campus climate, the most highly rated in performance were "support for health and wellness" and "high priority on student learning"; (4) for job satisfaction, the highest rated item was "opportunities for job-related training"; the lowest ratings went to "salary" and "performance student for whatever reason. The guide provides a list of referral resources on- and off-campus along with their telephone numbers. It also discusses referral of students to SBCC Mental Health Counselors. The guide puts forth a section on faculty and staff crisis intervention guidelines and procedures. The guide also gives descriptions of the following types of emotionally troubled students: aggressive; depressed; student in poor contact with reality; anxious; manipulative; and paranoid. Appended in this guide are SBCC Guidelines for Handling Disruptive Student Behavior, Standards of Student Conduct (which includes the Academic Honesty Policy and Campus Security Guidelines for Violent or Threatening Situations), and a Directory of Support Services. (VWC)

ED 438 877   JC 000 216

McGartland, Gertrude; Stallard, Claire
Geographic Distribution of Applicants to the Saskatchewan Institute of Applied Science and Technology.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Conference of the Canadian Institutional Research and Planning Association (8th, Quebec City, Quebec, Canada, October 24-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; Distance Education; *Educational Planning; Enrollment Influences; *Enrollment Management; Enrollment Projections; Enrollment Trends; Foreign Countries; *Geographic Distribution; Program Development; State Colleges; Statewide Planning; Student Needs; Two Year Colleges
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

The Saskatchewan Institute of Applied Science and Technology (SIAST) Planning, Research and Development Division conducted three studies of the geographic origins of applicants to the Institute. The analyses of the places of origin provided SIAST with solid information to assist in planning program delivery in the province. The studies used the home address postal codes of the applicants to SIAST credit programs. The analyses consisted of those programs offered on-campus at the four campus locations. Knowledge of the geographic distribution patterns assist in determining the program base campus locations and the need for distributed distance education delivery. For example, the results determined that students applying to programs in the technology division tend to be young unattached males who are willing to relocate to study a program at a single delivery site. On the other hand, students applying to programs in the community services division tend to be older, predominantly female, have families, and therefore have reduced mobility. Educational opportunities should be provided for these students at their home communities. The studies are useful in identifying regions of the province that need to be targeted by SIAST's marketing personnel. The current study conducted similar analyses to the two previous studies, and in addition focused on the age, gender, and marital status of the applicants. Enrollment data of the first year students were also analyzed for comparison with the application data. (VWC)

ED 438 878   JC 000 218

Friedel, Janice
A Report of the Iowa Department of Education to the General

between securely and insecurely attached children on referential language acquisition measures. Using mother as a secure base and punctuating exploration with references to mother may initiate an interaction process whereby objects and surroundings direct communication. Study 3 found that securely attached 2.5-year-olds benefited more from an experimenter's play suggestions than did insecurely attached children, thereby suggesting securely attached children's greater social flexibility. Study 4 found that mothers of securely attached children gave positive rather than negative feedback on a collaborative box construction task, intervened physically only when requested, and used feedback to alter subsequent comments. This difference reflected mothers' proclivity to construe their children as mental agents. Fernyhough's experiments found that securely attached 4-year-olds were more likely than insecurely attached peers to pass an unexpected transfer task and that securely attached 5-year-olds performed better on tasks requiring an understanding of someone else's knowledge of a picture or of how emotions are determined by beliefs. (Contains approximately 200 references.) (KB)

ED 438 896   PS 028 272

Teacher Education, Wages Key to Outcomes.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; This Spotlight synthesizes information presented at
  the Making Gains conference held at UNC-Chapel Hill in
  February, 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Caregivers; Compensation (Remuneration);
  *Early Childhood Education; *Outcomes of Education; *Preschool
  Teachers; Professional Development; *Salaries; *Teacher
  Qualifications
IDENTIFIERS- Caregiver Qualifications

This issue of NCEDL Spotlights, a newsletter of the National Center for Early Development and Learning, synthesizes information presented at the Making Gains conference held at the University of North Carolina-Chapel Hill in February 1999. The focus of the conference was on the role of teacher education level and compensation for improving the quality of early childhood programs and the outcomes for children. The newsletter notes that the quality of child care programs is directly linked to the specialized training received by the program's practitioners. Wages are key predictors of quality, although child caregivers' are among the lowest paid workers in the United States. The newsletter concludes by asserting that the solutions for the personnel challenges in early childhood require consideration of multiple factors and perspectives, and that both professional development and compensation need to be addressed simultaneously. (KB)

ED 438 897   PS 028 287

Gallagher, James; Rooney, Robin; Campbell, Susan
Regulations, Quality Care Rarely Match.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Paper is excerpted from the author's "Child Care
  Licensing Regulations and Child Care Quality in Four States".

(national reporting system performance measures, benchmarks, methodologies); and (8) Attachment B (suggested guidelines for costs allocation plans). (KC)

ED 438 409 CE 079 693

Commonwealth of Pennsylvania Adult Education Section 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1998-1999.
PUB DATE- 00
NOTE- 45p.; For the project abstracts from the 1997-98 fiscal year, see ED 427 176.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Competence; *Demonstration Programs; Educational Objectives; Educational Research; Labor Force Development; Learning Disabilities; *Literacy Education; Outcomes of Education; Program Effectiveness; Program Implementation; Program Improvement; Public Relations; Special Needs Students; Staff Development; Standards; *State Programs; Student Motivation; Teacher Qualifications; Tutoring
IDENTIFIERS- *Pennsylvania; *353 Project

This document contains 22 brief summaries of the progress made by Pennsylvania Adult Education Section 353 Special Demonstration projects in meeting their goals and objectives. For each project, the following information is included: project director and number; purpose; impact; outcomes; conclusions and recommendations; project continuation and future implications; product; and descriptors. The projects are indexed by the following topics: action research, community planning, competency-based education, correctional education, curriculum, employment potential, English as a Second Language, evaluation, high school equivalency programs, information dissemination, leadership, learning disabilities, learning motivation, public relations, research, special needs students, staff development, standards, student educational objectives, teacher competencies, teacher effectiveness, tutoring, and work force development. (KC)

ED 438 410 CE 079 694

Kelly, Ann
Literacy Practices and Clerical Competency Standards: Implications for Trainers and Assessors. Research into Practice Series Number 8. Adult Literacy Research Network.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Literacy; Clerical Occupations; Competence; *Competency Based Education; *Education Work Relationship; Educational Needs; Educational Objectives; Educational Practices; Educational Research; Employment Qualifications; *Evaluation Methods; Foreign Countries; *Literacy Education; Position Papers; *Student Evaluation; Teacher Role; Theory Practice Relationship
IDENTIFIERS- *Australia

This booklet, which is written for adult literacy practitioners in Australia, argues that adult literacy practitioners working

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; *Continuing Education; Data Analysis; Data Collection; Databases; Definitions; Educational Practices; Educational Principles; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Foreign Countries; Guidelines; Information Dissemination; Lifelong Learning; *Literacy Education; Management Information Systems; Program Costs; *Program Evaluation; Questionnaires; Records (Forms); Research Methodology; Staff Development; Statistical Analysis; Systems Approach; Technical Writing; Training Methods
IDENTIFIERS- *Asia Pacific Region; *Program Monitoring

This manual, which is intended for practitioners involved in the Asia and the Pacific Programme of Education for All, explains the basic concepts and procedures involved in monitoring and evaluating literacy and continuing education programs. The following are among the topics discussed in the manual's eight chapters: (1) understanding monitoring concepts and the process of developing a program monitoring plan (objectives, characteristics, tasks of monitoring systems); (2) developing indicators for program monitoring (types of indicators, convergence of indicators with monitoring tools); (3) designing methodologies in monitoring (types and characteristics of monitoring tools, data collection and analysis methods); (4) reporting and disseminating monitoring results (educational management information systems); (5) understanding evaluation concepts and the process of developing an evaluation plan (need for and functions of evaluation); (6) identifying the four major areas of evaluation; (7) developing the evaluation design and managing the evaluation work (sampling methods, evaluation roles and responsibilities, staff orientation and training); and (8) reporting and using evaluation results (reporting formats, the target audiences of evaluation reports, factors affecting use of evaluation results). The document contains 19 references and 22 tables/figures. Appended are sample forms, sample evaluation tools, and a list of participants. (MN)

ED 438 429   CE 079 728

Carter, Alison; Robinson, Dilys
Employee Returns: Linking HR Performance Indicators to Business Strategy. IES Report 365.
PUB DATE- 00
NOTE- 63p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Benchmarking; Comparative Analysis; Data Analysis; Data Collection; Definitions; Educational Needs; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; Foreign Countries; Guidelines; *Human Resources; *Job Performance; Job Satisfaction; Job Training; *Labor Force Development; Needs Assessment; *Organizational Objectives; Outcomes of Education; *Performance Based Assessment; Personnel; Questionnaires; Research Methodology; Strategic Planning; Work Attitudes
IDENTIFIERS- *Great Britain

This document is a practical guide that demonstrates how human resource (HR) professionals can use performance measurement to link HR to organizational strategy and business objectives, and external qualification, LSC funds can only be used for programs that lead to approved qualifications. A welcome new focus is on seeking learner feedback. (Contains 37 notes.) (YLB)

ED 438 446   CE 079 754

Martinez, Paul; Pepler, Giles
Reducing Bureaucratic Burdens on Lecturers.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Bureaucracy; *Faculty Workload; Foreign Countries; Noninstructional Responsibility; Postsecondary Education; *Teacher Responsibility; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

Administrative demands in further education in Britain are heavy and unrelenting throughout the year; most work related directly to students and could not be cut. A survey of 84 colleges, and in-depth work with 10 colleges, yield an analysis of background and problems. Almost two-thirds of administrative tasks are paper based; almost one-third involve oral communications. Administrative tasks are usually urgent; over 50 percent require action on the same day. Increases in bureaucracy are associated with a number of curriculum trends and changes. The solution in colleges appears to lie in a more widespread, rigorous, and systematic application of practical strategies to reduce bureaucracy. Solutions developed in colleges to reduce bureaucratic burdens on lecturers fall into six main categories: curriculum redesign and re-engineering; re-engineering of administrative systems; a better use of information and communications technology; increasing administrative support; managing change; and changing management. Agencies external to colleges have opportunities to reduce or mitigate their demands on colleges. They play important roles in creating a unified quality framework, combining disparate sources of funding in a single funding framework, reestablishing a more equitable balance between devolved responsibility and centralized audit and control, taking a lead in development of communications media, and developing a unique identifier for each individual student. (Contains 49 references, research methods, and instruments.) (YLB)

ED 438 447   CE 079 755

Merrill, Barbara, Ed.
The Final Frontier: Exploring Spaces in the Education of Adults. SCUTREA Annual Conference (29th, Warwick, England, July 5-7, 1999).
PUB DATE- 99
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; Adult Students; Art Education; Career Guidance; Community Education; Continuing Education; Corporations; Curriculum Development; Distance Education; Education Work Relationship; Educational Needs; *Educational Objectives; *Educational Policy; *Educational Research; Educational Technology;

Methods; *Vocational Education
IDENTIFIERS- Japan; United States

The term "ergonagy" is formed from the Greek terms "ergon" (work) and "agogos" (lead). Ergonagy integrates concepts associated with education and training related to preparation for, and performance of, work. Pedagogy may be defined as the art and science of teaching, and andragogy may be defined as the art and science of helping adults learn. Ergonagy may be defined as the art and science of helping people learn to work. These definitions provide a basis for addressing the question of whether ergonagy can be considered a component of education in conjunction with pedagogy and andragogy, and thus provide a clearer and more universally accepted concept of occupational-vocational education and training. Five case studies illustrating how education is defined and implemented in Japan and in the United States were examined to shed light on that question. The cases provided evidence that neither pedagogy nor andragogy can be the sole strategy for occupational and vocational education and training. Rather, a combination of the two, in the form of ergonagy, is most appropriate inasmuch as it subsumes pedagogy and andragogy and more clearly defines and describes occupational-vocational education and training for better international dialogue, research, and comparative studies. (Contains 13 references) (MN)

ED 438 465   CE 079 790

Tanaka, Kazutoshi; Evers, Michael B.
Ergonagy: A New Concept in the Integration of "Kyo-Iky" and "Education."
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (43rd, Toronto, Ontario, Canada, April 14-18, 1999). For another study on ergonagy, see CE 079 789.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Comparative Analysis; Definitions; *Education Work Relationship; Educational Practices; Educational Principles; Educational Theories; Foreign Countries; *Labor Force Development; Systems Approach; *Vocational Education
IDENTIFIERS- Japan; United States

Although the Japanese term "kyo-iku" is translated into English as "education," significant differences exist between the two terms. A new term, "ergonagy," has been advocated to help integrate the Japanese concept of kyo-iku and the Western concept of education. "Ergonagy" is formed from the Greek terms "ergon" (work) and "agogos" (lead). Ergonagy describes education that leads to or promotes an individual's occupational, vocational, and professional potential. Although ergonagy recognizes differences in academic studies and vocational applications and differences between pedagogy and andragogy, it also recognizes and emphasizes the synergy that exists between each set of concepts. Defined as the art and science of helping people learn to work, ergonagy supports a continual blending of academic and vocational education for improved work opportunities throughout individuals' lives, whether in one or several careers. The principles underlying the concept of ergonagy and the need for anergonomic perspective can be understood better by examining the evolution six regional professional development centers. More than 200 adult educators received staff development services for the first time, and advanced training was provided to more than 350 adult educators. Staff development services were provided through training sessions, video recordings, printed materials, classroom demonstrations and observations, a toll-free phone line, a newsletter, faxes, e-mail, and a Web site. In addition, a manual titled "Cooper Screening of Information Processing" (on the use of a learning problems diagnostic tool) was prepared and distributed to project participants. The project was determined to have helped improve adult education services in Pennsylvania and continued operating during 1999-2000. (Appended are a list of training dates and locations and a sample newsletter.) (MN)

ED 438 484   CE 079 851

Cooper, Richard
Cooper Screening of Information Processing (C-SIP).
  Administrator's Manual.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Adult Education; *Adult Learning; Elementary Secondary Education; Evaluation Methods; Guidelines; *Information Processing; *Learning Disabilities; *Learning Problems; *Screening Tests; Student Evaluation
IDENTIFIERS- 353 Project

This document is designed to assist individuals administering the Cooper Screening of Information Processing (C-SIP), which is intended as a diagnostic teaching tool that allows teachers or others to determine, in a conversational setting, whether a person manifests any common characteristics of learning problems. After a brief introduction, a Quick Start section is provided for individuals who prefer to try using the test before reading about it in detail. The remainder of the guide is an in-depth explanation of the C-SIP that is organized according to the C-SIP's actual section headings, which are titled as follows: "Educational History"; "Attention"; "Motor Skills"; "Auditory"; "Right/Left Discrimination"; "Organizational Skills"; "Employment"; "Emotional"; "Social and Family"; "Oral Communication"; "Writing"; "Handwriting"; "Basic Math Skills"; "Math Skills; "Math Vocabulary"; "Reading"; "Reading Comprehension"; "Vocabulary"; "Avoidance"; and "Goals" (an optional section). Each of the corresponding sections in the administrator's manual explains the following: the purpose of the given section of the C-SIP; things administrators should look for when asking the questions in the section; and special considerations in administering the questions in the given section to certain individuals (for example, individuals in certain age groups or with certain learning difficulties). The C-SIP test booklet is included. (MN)

ED 438 485   CE 079 870

Sellin, Burkart
European Trends in the Development of Occupations and
  Qualifications. Volume I. CEDEFOP Reference Document.
PUB DATE- 99

America Reads and the program's implementation were not as straightforward as President Clinton imagined. By looking at the origins of the America Reads policy and analyzing a case study of the program at one university, the book provides a glimpse into the values that are behind literacy education policies. It demonstrates how values have clashed concerning the policy's goals, organization, and implementation, resulting in a literacy initiative that has served some, but not all, U.S. children. Through political knowledge and participation, it seems educators can do much to effect change in schools. The book is a call for readers to consider the political aspects of policy, rather than buying into policy because of a belief of an individual or group far removed from the classroom. Appendixes contain an explanation of data collection and analysis, the time line of America Reads, English language arts standards, and DeFord's Theoretical Orientation to Reading Profile. (Contains approximately 175 references.) (NKA)

ED 430 505   CS 013 604

Allington, Richard L., Ed.
Teaching Struggling Readers: Articles from "The Reading Teacher."
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Education; *High Risk Students; Literacy; Phonics; *Reading Difficulties; *Reading Instruction; *Reading Skills; Student Needs; Teacher Expectations of Students
IDENTIFIERS- *Reading Teacher (Journal)

Published in "The Reading Teacher" over the past ten years, the 32 articles in this book present many examples of effective environments and classroom techniques and address a range of issues to help teachers redefine professional beliefs about teaching reading or learning disabled children the skills they need. Section 1 (Rethinking Literacy Interventions) includes 5 articles: "Diverse Learners and the Tyranny of Time: Don't Fix Blame; Fix the Leaky Roof" (Edward J. Kameenui); "A Case Study of Middle School Reading Disability" (Darrell Morris, Criss Ervin, and Kim Conrad); "Early Literacy: What Does 'Developmentally Appropriate' Mean?" (Anne McGill-Franzen); "Preventing Reading Failure: A Review of Five Effective Programs" (John J. Pikulski); and "Teachers as Evaluation Experts" (Peter Johnston). Section 2 (Organizing Instruction To Meet Diverse Student Needs) presents 6 articles: "Anecdotal Records: A Powerful Tool for Ongoing Literacy Assessment" (Lynn K. Rhodes and Sally Nathenson-Mejia); "No More 'Rocks': Grouping To Give Students Control of Their Learning" (Beth Berghoff and Kathryn Egawa); "Using Whole Language with Students Who Have Language and Learning Disabilities" (Carol Zucker); "Classroom Organization for Instruction in Content Areas" (Laura S. Pardo and Taffy E. Raphael); "The Reading Specialist as Collaborative Consultant" (Elizabeth L. Jaeger); and "Coordinating a Literacy Support Program with Classroom Instruction" (Margaret Ann Richek and Linda Conviser Glick). The following 4 articles are included in Section 3 (Fostering Motivation and Ownership in Reluctant Readers): "Creating Classroom Cultures That Foster Reading Motivation" (Linda B. Gambrell); "A Matter of Interest: Literature That Hooks Reluctant Readers and Keeps Them Reading" (Jo Worthy); "'I'm Really Worried about Joseph': Reducing the Risks of Literacy

This pamphlet describes 8 key elements established to guide the Texas Reading Initiative, whose goal is that all students will read on grade level or above by the end of grade 3. The elements discussed in the pamphlet are: (1) increase awareness of students' reading skill levels in kindergarten through grade 3; (2) promote reading programs as priority recipients of Academics 2000 funding; (3) ask the legislature to fund statewide intensive reading programs; (4) showcase model reading programs; (5) encourage the Telecommunications Infrastructure Fund Board to support the goal; (6) encourage the State Board for Educator Certification to support the goal; (7) motivate school districts to make pro-reading program decisions; and (8) stimulate private sector initiatives. (RS)

ED 438 524 CS 013 889

Beginning Reading Instruction: Components and Features of a Research-Based Reading Program. Texas Reading Initiative.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; Decoding (Reading); Language Acquisition; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Programs; Reading Strategies; Spelling; Vocabulary Development; Writing (Composition)
IDENTIFIERS- *Balanced Reading Instruction; State Initiatives; Texas

Meant to guide administrators and teachers as they strive to meet Governor George W. Bush's goal for all students to read on grade level by the end of grade 3, this booklet presents descriptions of components of a research-based beginning reading program. The first section describes 12 essential components of a beginning reading program. In this program, children should have opportunities to: (1) expand their use and appreciation of oral language; (2) expand their use and appreciation of printed language; (3) hear good stories and informational books read aloud daily; (4) understand and manipulate the building blocks of spoken language; (5) learn about and manipulate the building blocks of written language; (6) learn the relationship between the sounds of spoken language and the letters of written language; (7) learn decoding strategies; (8) write and relate their writing to spelling and reading; (9) practice accurate and fluent reading in decodable stories; (10) read and comprehend a wide assortment of books and other texts; (11) develop and comprehend new vocabulary through wide reading and direct vocabulary instruction; and (12) learn and apply comprehension strategies as they reflect upon and think critically about what they read. The second section describes 8 classroom and campus factors that support effective reading instruction: careful use of instructional time; effective instructional practices; sound instructional materials; reading opportunities; a variety of assessment tools; a positive campus climate; professional development; and sound administrative practices. (Contains 73 references.) (RS)

ED 438 525 CS 013 890

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classics (Literature); *Cultural Literacy; Films; Higher Education; *Literature Appreciation; *Multimedia Instruction; *Reading Comprehension; *Science Fiction; Secondary Education; Television
IDENTIFIERS- Film Viewing; Star Trek the Next Generation; Star Wars (Film)

This paper illustrates several examples of visual science fiction use in teaching literary classics, and is based on the philosophy that students share a visual cultural literacy through movies and television, types of representation with which they are more familiar than with literary texts. It claims that visual science fiction can be utilized in classes to teach undergraduates how to read literary classics, especially at allegorical and moral levels, and that science fiction depictions can also be used as modern retellings of specific literary classics. Examples of visual science fiction uses cited include "Star Wars," which works well due to its status as a cultural phenomenon, and analogies drawn between various "Star Trek: The Next Generation" episodes or parodies and classics such as "Don Quixote," "The Epic of Gilgamesh," and Nathaniel Hawthorne's short story "Rappaccini's Daughter." (EF)

ED 438 546 CS 217 002

Dvorak, Lynda; Ingersol, Judith; Kastle, Marlene; Mullins, Belinda; Rafter, Therese
Improving Student Transfer of Spelling Skills across the Curriculum.
PUB DATE- 99
NOTE- 85p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction; Student Attitudes; Transfer of Training; Writing Improvement

This project describes a program for increasing student retention and transfer of weekly spelling words across the curriculum. The targeted population consists of first, second, and third grade students in a middle class community located in the Northeast quadrant of Illinois. The problems of adequate transfer of previously taught spelling skills to the writing process will be documented through data collected from student writing, district writing assessments, and the sentence dictation portion of the grade level spelling tests. Analysis of probable cause data reveals that spelling instruction consists of drill and practice before the testing of a given word list. This type of instruction encourages students to memorize for the test, but not for authentic use in the future. Furthermore, teachers observe that students' misspellings prevent effective communication in their writing across the curriculum. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: create a personal and classroom spelling dictionary, establish grade level high frequency word lists, and mastery of spelling patterns and rules. Students showed a substantial increase in both retention and transfer. Students also displayed a positive change in their attitudes toward perspective of one educator who decided to participate in the program because online teaching would help him adapt to the current changes in higher education. The paper then describes the learning and student-centered approach which is one of the characteristics of online teaching. It does not present data on the effectiveness of learning via the computer or discuss issues related to online learning. To draw attention to the many ways in which teachers shift their perspective from a lecture-oriented approach to a learning-centered approach to teaching, the paper explains in detail how a teacher prepares for the course--in this case, "Interpersonal Conflict"--and how he actually teaches online. The paper suggests that advocates of online learning and traditional teaching may learn from one another. (Contains 16 references.) (NKA)

ED 438 569   CS 510 231

Soukup, Paul A.
Assessing Service-Learning in a Communication Curriculum.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication (Thought Transfer); Educational Assessment; Higher Education; *Individual Development; *Program Effectiveness; *Service Learning; *Student Participation
IDENTIFIERS- *Communications Curriculum; *Community Service

Incorporating both educational assessment and service-learning prerogatives, a study examined a communications curriculum implementing service-learning to determine if the service-learning method was accomplishing its full potential. Through an evaluation based on six categories of service-learning objectives (intellectual-, skills, and affective development, moral and spiritual growth, community outcomes and college or university outcomes), a secondary analysis of data collected by Santa Clara University's Eastside Project was undertaken. The analysis included narrative and survey evaluations from 1990-1993 and 1995-1999 from students participating in service-learning placements in conjunction with communication courses. Results indicated that: (1) students make connections to their learning, but at different levels; (2) emotional growth from service-learning includes self-esteem, a sense of being appreciated, and satisfaction; (3) empathy for those served and better ability to relate to others arise from the service-learning experience; (4) a changed outlook on others, on education, and on life may result from the experience; (5) suggestions for improvement and spots of program failure can be noted in student responses; (6) the value of the service-learning experience and its influence on students' future behavior is noticeable; (7) the connection with student academics is present though less prevalent than other assessment variables; and (8) more successful results come in applied courses such as journalism, reporting, and documentary video than in introductory courses. Findings suggest that: faculty implementation of the service-learning model needs improvement; faculty should explore ways to measure whether a service-learning placement helps in skills and in affective development; data collecting methods have been inconsistent and often incomparable; students often feel over-evaluated; and the

IDENTIFIERS- *California

This Legislative Analyst's Office (LAO) report was designed to assist the California legislature in developing a long-term state strategy--or master plan--for improving the state's K-12 education system. A K-12 master plan would serve two purposes. In developing the plan, the legislature would create a forum to review the state's existing policies. Once developed, the plan would then function as a reference point, guiding future decisions of the legislature and the executive branch. The document examines the need for a master plan and outlines the lessons learned from research. It offers a brief history of school governance, detailing the impact of the state's Constitution, state involvement since 1965, and current education statutes. The text explores constitutional issues in K-12 governance, such as the roles of the state superintendent and the state board. Various issues, such as the critical impact of the school site, are examined, followed by the LAO guidelines on governance and finance. The report closes with an analysis of the state role under a local-control policy, local roles under a local-control policy, and strategies for implementing the master plan. Suggested changes include the strengthening of school boards, increasing local flexibility, and giving districts control over school finance. (Contains 34 references.) (RJM)

ED 438 591   EA 030 006

Warren, Paul; Turnage, Robert; Lee, Jannelle; Manwaring, Robert; Jones, Mary
A Special Session Guide to K-12 Reform.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Legislation; Educational Policy; Educational Quality; Elementary Secondary Education; *Government School Relationship; *Politics of Education
IDENTIFIERS- *California

This document was designed to help the California Legislature address long-term and short-term concerns in K-12 legislation. Part 1, which focuses on a suggested K-12 master plan, presents some preliminary conclusions from the governor's office about the role of the state in education. This section outlines governance changes since 1970 and discusses the constitutional provisions that affect K-12 education. The text details reform principles, such as allowing local control over most decisions, and summarizes the state's governance responsibilities, while also taking care to delineate site roles, district roles, and state roles. The last section refines the state's role in funding, in creating flexibility, in providing information on school and district success, and in intergovernmental issues. Part 2 addresses immediate issues in education. These include clear goals and measures, clear lines of accountability, and the right incentives for school success. This section also analyzes teacher quality and training, examining such concerns as ensuring that institutions and individuals are held accountable, providing resources and incentives to achieve success, removing unnecessary barriers to entry into teaching, making quality and training career-long priorities, and

Timmons-Brown and Frederick Hess); "Do Charter Schools Improve District Schools? Three Approaches to the Question" (Robert Maranto, Scott Milliman, Frederick Hess, April Gresham); "Closing Charters: How a Good Theory Failed in Practice" (Greg A. Garn and Robert T. Stout); "Nothing New: Curricula in Arizona Charter Schools" (Robert T. Stout and Gregg A. Garn); and "How Arizona Teachers View School Reform" (Frederick Hess, Robert Maranto, Scott Milliman, April Gresham). Part 3, "Practitioners Look at Arizona Charter Schools," contains 4 chapters: "The Empowerment of Market-Based School Reform" (Lisa Graham Keegan); "A Voice from the State Legislature: Don't Do What Arizona Did!" (Mary Hartley); "Public Schools and the Charter Movement: An Emerging Relationship" (Lee L. Hager); and "Whose Idea Was This Anyway? The Challenging Metamorphosis from Private to Charter" (Jim Spencer). Part 4, "Lessons," contains 1 chapter: "In Lieu of Conclusions: Tentative Lessons from a Contested Frontier" (Robert Maranto, Scott Milliman, Frederick Hess, April Gresham). (Contains 24 tables and 3 figures.) (DFR)

ED 438 611 EA 030 250

Florian, Judy E.
Addressing Evaluation of Collaborations: Capacity Building by School Districts.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Partnerships in Education; *Program Evaluation
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Regional Educational Laboratories

Effective staff development for educators is ongoing and intensive; consequently, school districts are heeding this research and engaging in long-term contracts with technical assistance providers. Rural districts need external support provided by partnerships and need such assistance to meet state and community performance expectations. The federal Comprehensive School Reform Demonstration Program encourages schools to adopt an effective school reform model developed by an external organization. As ongoing staff development becomes more widespread and typical of what districts and schools engage in, an important question is what evaluation of these partnerships should look like. This paper discusses current research regarding collaborative partnerships and presents the types of partnerships that school districts have reported in a research study being conducted by the Regional Educational Laboratories. Four stages of partnership occur in a sequential progression toward collaboration: connection, cooperation, coordination, and collaboration. Important issues regarding evaluation of the various partnership types are addressed. (DFR)

ED 438 612 EA 030 251

Berends, Mark
Assessing the Progress of New American Schools: A Status Report.
SPONS. AGENCY- Ford Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; John S. and James L. Knight

School-Based Partnerships.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Programs; Educational Administration; Educational Development; Elementary Secondary Education; *Partnerships in Education; Program Development; *Training
IDENTIFIERS- North Carolina

This skills packet is part of the North Carolina Helping Education in Low-Performing Schools effort. This initiative helps educators establish ties with technical-assistance partners who can facilitate school-improvement efforts. The skills packet, which was designed to be delivered by a skilled trainer, focuses on partnerships in education. It offers a working definition of partnership in local schools and school systems; describes the process for developing, implementing, and sustaining effective school-based partnerships; and provides information that educators can use in the partnership process. The nine activities are divided into four sections: (1) rationale for partnerships; (2) leadership and commitment assessment; (3) development; and (4) implementation, continuous improvement, and sustainability. Each activity is formatted the same way. Following the activity number and name, a chart details the time needed to carry out the activity, the purpose of the activity, the setting for the activity, and the materials and equipment needed for the activity. The activities are geared primarily for small groups and require a high degree of participation. Following each activity is a synopsis of the intended results of the training. It is hoped that participants will learn the intricacies of partnerships and how alliances can best be used for school improvement. (RJM)

ED 438 632   EC 307 654

West, Jane
Back to School on Civil Rights: Advancing the Federal Commitment To Leave No Child Behind.
SPONS. AGENCY- National Council on Disability, Washington, DC.
PUB DATE- 00
NOTE- 385p.; Project Director was Mary Lou Breslin. Co-authors are Nancy Mudrick, Mark A. Mlawer, Diane Lipton, Jillian Cutler, Allison Drimmer, Bill Smith, and Chantel Sampogna.For the first analysis by the NCD, see ED 399 758.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; Civil Rights Legislation; *Compliance (Legal); Court Litigation; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Program Improvement; School Responsibility; *Special Education; *State Programs; *Student Rights
IDENTIFIERS- Department of Education; Department of Justice; *Individuals with Disabilities Education Act

This report, the second in a series of independent analyses by The National Council on Disability on federal enforcement of civil rights laws looks at more than two decades of federal monitoring and enforcement of compliance with Part B of the Individuals with Disabilities Education Act (IDEA). Separate parts of the report address: (1) development of the original law and its evolution; (2) experiences and perspectives of the student's guide as well as chapter goals to be accomplished by students, topics covered in each text section, discussion questions, activities to be completed by students outside of class, resources (many in Minnesota), and materials appropriate for classroom use as transparencies. Individual chapters of both guides cover the following topics: (1) job roles and descriptions; (2) description of the work environment; (3) teamwork; (4) legal responsibilities; (5) communication; (6) learning styles; and (7) stress and burnout on the job. Four appendices provide an Individualized Education Plan form, information from the Minnesota Paraprofessional Consortium, a guide contrasting one-way and two-way communication, and guidelines for administering and interpreting the ELSIE, a test to identify preferred learning modalities. (Contains 14 references.) (DB)

ED 438 651 EC 307 673

Sinoof, Jenelle; Brown, Maria; Hewitt, Amy; O'Neil, Susan
Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families. Strategies for Paraprofessionals Who Support Individuals with Disabilities. Facilitator Edition and Student Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 262p.; For earlier version see ED 398 695. For other modules in this series, see EC 307 672-676.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Courses; Cross Cultural Training; *Cultural Differences; Cultural Influences; *Disabilities; Elementary Secondary Education; *Learning Modules; *Paraprofessional School Personnel
IDENTIFIERS- *Cultural Competence; Minnesota

This training module focuses on cross cultural support services to individuals with disabilities and their families, and is part of a training series for paraprofessionals working with students who have disabilities. The module is comprised of two components, a facilitator's guide and a student guide. The facilitator's guide provides the full text of the student's edition as well as chapter goals to be accomplished by students, an outline of topics covered in each text section, materials necessary to teach each chapter (such as transparencies, handouts, and supplemental readings), discussion questions, suggested activities to be completed by students outside of class, and lists of resources (many in Minnesota). Individual chapters cover the following topics: (1) an introduction to diversity and direct service; (2) a cultural self-evaluation; (3) institutional cultural competence; (4) individual cultural competence; (5) looking at similarities and differences; (6) using culturally sensitive and inclusive language; (7) being a culturally competent paraprofessional; and (8) moving forward on a culturally competent journey. Appendices provide a glossary and list of resources. (Contains 19 references.) (DB)

ED 438 652 EC 307 674

Rush, Karen

students to have of tutors (such as being available on a regular or as-needed basis). Other tips for tutors include sitting across from the student being tutored, using many visuals, and focusing on unfamiliar vocabulary. (DB)

ED 438 670 EC 307 692

Clark, Catherine
The Role of Assistive Listening Devices in the Classroom. NETAC Teacher Tipsheet.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other NETAC teacher tipsheets, see ED 307 686-691.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assistive Devices (for Disabled); Audiovisual Communications; *Communication Aids (for Disabled); Deafness; Electronic Equipment; *Hearing Impairments; Higher Education; Listening; Partial Hearing; Secondary Education; Sensory Aids
IDENTIFIERS- *Assistive Listening Devices

This tipsheet offers guidelines for instructors who have a student with a hearing impairment who is using an assistive listening device (ALD). The ALD is a microphone/transmitter positioned close to the instructor's mouth to send the instructor's voice to the receiver worn by the student. ALDs can eliminate echoes and reduce surrounding noise interference. Information is provided on aspects of ALDs, including: the different types of ALDs; frequency modulated (FM) systems; soundfield amplifications systems; induction loop systems; benefits of using assistive listening devices (such as portability and usefulness in classroom or small group); and strategies for using assistive listening devices, such as positioning the ALD's microphone for the clearest speech reception, providing information to the entire class on the ALD, and allowing the student to couple the ALD system to audiovisual equipment when possible. (DB)

ED 438 671 EC 307 693

Warger, Cynthia
Early Childhood Instruction in the Natural Environment. ERIC/OSEP Digest E591.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Basic Skills; *Community Based Instruction (Disabilities); *Disabilities; Educational Environment; *Educational Practices; *Experiential Learning; *Inclusive Schools; *Instructional Effectiveness; Preschool Education; Research and Development; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

This Digest reviews what is known from recent research about delivering instruction to young children with disabilities in the natural environment. It notes the endorsement of this practice by the Division for Early Childhood Education of the equipment acquisition for the learning environment. Appendices provide an evaluation of existing school facilities; a checklist for identifying facility requirements; a planning checklist; a summary of existing facilities and alternative uses of existing facilities; an architect selection checklist; and a list of carrel, furniture, and media suppliers. (Contains 38 references.) (GR)

ED 438 691   EF 005 398

Puhalla, Jim; Krans, Jeff; Goatley, Mike
Sports Fields: A Manual for Design Construction and Maintenance.
PUB DATE- 99
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletic Fields; Elementary Secondary Education; *Facility Guidelines; *Maintenance; *Plant Growth; Safety
IDENTIFIERS- *Grasses; Soils

Comprehensive technical reference information is provided for those responsible for the design, construction, renovation, or maintenance of sports grounds. Chapters illustrate specific design elements of all popular sports facilities, and explain how those elements are integrated in a successful project; explore commonly encountered sports field problems, and suggest appropriate solutions; follow the sequence of steps for construction or renovation of facilities; and provide practical guidance for continuing maintenance programs. The manual is divided into three general growing zones in North America to account for the different growing climates and characteristics of turfgrass needs. Also included are a review of procedures and equipment currently in use to evaluate the quality and safety of a sports field; and miscellaneous related topics that include stadium management, sand fields, turf paints and covers, and research that is likely to have a substantial impact on the future of sports fields. (GR)

ED 438 692   EF 005 404

School Design Handbook. For All Dallas Public Schools Construction Projects.
PUB DATE- 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Construction (Process); *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; *Elementary Schools; *Facility Guidelines; *School Construction
IDENTIFIERS- Building Standards; *Dallas Independent School District TX

The Dallas Independent School District provides this handbook presenting administrative, planning, design, and technical guidelines for those involved in the design and construction process of new school facilities, and expansions or renovations of existing schools. It focuses on the design specifications

NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers
of English to Speakers of Other Languages (31st, Orlando, FL,
March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *English (Second Language); Learning Theories;
Lesson Plans; *Multiple Intelligences; *Reading Instruction;
Second Language Instruction; Second Language Learning; Short
Stories; Teaching Methods; Whole Language Approach

This paper is in large part a critique of Howard Gardner's theory of multiple intelligences presented in his 1983 book "Frames of Mind: The Theory of Multiple Intelligences," and asserts that the multiple intelligences (MI) concept has been widely misinterpreted. The paper outlines some of the misconceptions of Gardner's theory as identified by Gardner himself, and then presents a sample lesson where some of the multiple intelligences are addressed within the context of story reading in an English-as-a Foreign-Language/English-as-a-Second-Language (EFL/ESL) class. Gardner asserts that intelligence is a biological and psychological potential, a potential capable of being realized to a greater or lesser extent as a consequence of the experiential, cultural, and motivational factors that affect a person, and should not be confused with domain or a learning style. The six most common misconceptions are the following: (1) all concepts or subjects can be taught using all seven intelligences; (2) going through the motions of a certain intelligence is sufficient; (3) materials associated with intelligence used as a background will address the given intelligence for learning; (4) using intelligences as mnemonic devices is equivalent to teaching to multiple intelligences; (5) interpersonal intelligence implies cooperative learning, and applies to outgoing, extroverted people; (6) interpersonal intelligence suggests self-esteem programs, or applies to people who are introverts or loners. A sample lesson, including a short story, with some MI components is presented, offering a more complex experience for learners than the traditional bottom-up approach to EFL. (Contains 13 references.) (KFT)

ED 438 714 FL 026 140

Ostler, Nicholas, Ed.
Endangered Languages and Education. Proceedings of the Foundation
for Endangered Languages (FEL) Conference (3rd, Maynooth,
Ireland, September 17-19, 1999).
PUB DATE- 99
NOTE- 114p.; For the proceedings of the second conference, see FL
026 141.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- African Languages; Afro Asiatic Languages; Baltic
Languages; Bilingual Education; Bilingualism; Cultural
Maintenance; Cultural Pluralism; Dialects; Finno Ugric
Languages; Foreign Countries; Futures (of Society); Heritage
Education; Indo European Languages; Language Attitudes;
*Language Maintenance; *Language Minorities; Language of
Instruction; Language Standardization; Malayo Polynesian
Languages; Maori; Mayan Languages; Melanesian Languages;
Official Languages; Oral Language; Second Language Learning;
Second Languages; Sino Tibetan Languages; Slavic Languages;
*Uncommonly Taught Languages; Written Language

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Applied Linguistics; Class Activities; Communicative Competence (Languages); Elementary Secondary Education; French; Higher Education; Language Acquisition; *Language Fluency; *Linguistics; *Oral Language; *Paralinguistics; Second Language Instruction; Second Language Learning; Structural Linguistics

This book addresses what kind of analysis of spoken language is appropriate to the assessment and fostering of fluency at the various stages of a student's development. It is easy to define fluency in general terms, but it is difficult to discern what linguistic and paralinguistic options are involved. This book begins by exploring perceptions of fluency to understand their common denominators. It goes on to pinpoint the specific features that promote fluency while emphasizing its relative and interactional nature. These analyses produce both a methodological framework and a pedagogical strategy, illustrated by sample classroom activities. Language teachers, applied linguists, linguists, and their students will find this book an accessible and useful companion to the teaching and study of oral language, with French as its domain of application. Chapter titles include the following: "Fluency and Dictionary Definitions: A Stepping Stone"; "Interlocutors' Perception of Fluency: Aspects and International Impact"; "Factors of Fluency: A Framework for Teaching/Learning"; "Relativity and Negotiation in Verbal Interactions"; "Discourse/Form Features of Verbal Fluency: Spontaneous Speech"; "Discourse/Form Features of Verbal Fluency: Planned Speech"; "Paralinguistic Features and Fluency." Contains extensive references and a detailed index. (Author/KFT)

ED 438 733   FL 026 173

Vivaldo-Lima, Javier
Cognitive Style and Reading Comprehension in L1 and L2.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *English (Second Language); *Field Dependence Independence; Foreign Countries; Higher Education; Language Processing; Learning Strategies; *Reading Comprehension; *Reading Strategies; Second Language Instruction; Second Language Learning; Sex Differences; *Spanish; Undergraduate Students
IDENTIFIERS- Mexico

This paper presents the results of a research study carried out with Mexican college students to analyze the relationship between readers' cognitive styles (field dependent/independent) and their performance at different levels of written discourse processing in Spanish (L1) and English (L2). The sample for the study included 452 undergraduate volunteers from the Universidad Automa Metropolitana in Mexico City. Results show significant differences in reading comprehension both in L1 and L2 between field dependent and independent students, as well as significant differences in cognitive styles between groups defined by gender, field of study, and academic level. There are three main findings: a highly significant correlation was found between reading Spanish as a first language and reading to resolve or complete five tasks on mission-critical and other systems. Tasks include remediation, testing, development of contingency plans, confirmation of vendor/supplier compliance, and independent verification and validation. Institutions included in this program include the Community College of Rhode Island, Rhode Island College, and the University of Rhode Island, all of which are revising their Year 2000 contingency plans as needed. The report notes project objectives and strategies and describes the inventory and tracking instrument; the three institutions progress in meeting the technical challenges of the new millennium are highlighted. Appendixes include operational definitions of Executive Order 99-1 tasks; an Executive Order 99-1 waiver request; and inventory and tracking instruments for the three institutions. (SM)

ED 438 753   HE 032 639

Thall, Kimberly; Werch, Chudley
Use of Focus Groups To Enhance a College Binge Drinking Prevention Program.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; Behavior Change; College Students; *Drinking; Health Personnel; Health Promotion; Higher Education; Incentives; Program Effectiveness; Program Evaluation; Student Attitudes; Student Behavior; Student Motivation
IDENTIFIERS- *Binge Drinking; *Risk Reduction; Risk Taking Behavior

Focus group interviews were conducted during the 1998 Spring semester at a midsized southern university to explore student opinions regarding binge drinking prevention messages and intervention components of the TSN (Tailored to Stages and Norms) program. Subjects included 35 undergraduate students participating in 6 focus group sessions, with group size ranging from 4 to 7 students. All focus groups were audiotaped and led by a trained moderator following a standardized set of questions while an assistant documented group feedback. Results showed several themes regarding the phrasing of the prevention messages, communication methods, utilization of incentives, and effectiveness of health care provider participation in the intervention. Appropriate modifications were made to improve program feasibility, acceptability, and potential effectiveness of the binge drinking intervention for college students. Implications for conducting focus groups to strengthen program components are discussed. (Contains 12 references.) (Author/SM)

ED 438 754   HE 032 640

Fraas, John W.
Salary Compression and Noncompetitive Salaries: An Institution's Faculty Salary Assessment and Adjustment Program.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Comparable Worth; Competition;

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; *Educational Development; Educational Planning; Educational Technology; *Educational Trends; Elementary Secondary Education; Financial Support; Higher Education; *Information Networks; State Programs; *Telecommunications

This report provides information about trends in educational telecommunications for 1996-97. The first section, "An Overview of Educational Telecommunications in the USA," presents a summary of trends in the following areas: the growth of telecommunications and distance education; leadership and governance in telecommunications development; the changing questions of effectiveness and cost; telecommunications as an essential solution; the Telecommunications Act of 1996; state telephone rate regulation; state networks, technologies, and outlets of distance education; funding of educational telecommunications; and education policy issues. The "State-by-State Analysis" section contains a description for each of the 50 states. Each state description is divided into multiple sections: "Recent Developments" highlights activities since the 1994 report; "Statewide and Local Planning" treats planning organizations and their activities in coordinating educational telecommunications development with a particular view to legislation and policy; "Statewide and Local Networks" offers a brief view of the technical networks established for and used by educational institutions; "Higher Education" and "K-12" provide information about programmatic development in distance education and other telecommunications activities at each respective level of education; and "Funding" offers a picture of how educational telecommunications is funded. A glossary is included. (MES)

ED 430 774 *IR 019 099*

Ferraro, Salvatore P.
Increasing the Use of Instructional Technology within the K-12 Curriculum through Staff Development.
PUB DATE- 98
NOTE- 99p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Educational Technology; Elementary Secondary Education; *Faculty Development; Information Technology; *Instructional Development; *Internet; Questionnaires; Teacher Surveys; *Training
IDENTIFIERS- *Technology Integration; *Technology Utilization

This practicum was developed to provide faculty and administrators in a K-12 school system with the necessary skills and instruction to incorporate Internet technologies into the curriculum using the existing resources located in the school. The project was divided into three phases. The initial phase developed staff and community awareness. The next phase provided training using innovative times, locations, and resources. The final phase consisted of systematically incorporating training resources with existing curriculum activities. Six outcomes were achieved as planned. Teachers were trained to use the Windows 95 user interface to access Internet technologies. Teachers received training to use World Wide Web browsers, search engines, and e-mail, and to create

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; Communications Satellites; *Distance Education; *Management Systems; *Online Systems; Organizational Communication; *Professional Development; *Training
IDENTIFIERS- Technology Integration

This practicum encouraged department managers of a large nonprofit biologics pharmaceutical firm to use the organization's satellite-based Interactive Distance Learning (IDL) system (i.e., viewer-response system (VRS)). A self-paced instructional module was developed and made available for department managers to access in three on-line formats, including the organization's intranet, a secure Internet site, and diskette. The instructional module provided department managers with information about the IDL system's capabilities, costs, availability, and potential uses. It also encouraged them to support the organization's mission and strategic goals by using the IDL system to support their departments' education, training, and communications needs. Department managers completed a paper-based pretest, completed the instruction via one of the on-line access formats, and completed a paper-based posttest and posttraining questionnaire. An analysis of data revealed that the instructional module increased the department managers' knowledge of the IDL system's capabilities and increased their recognition of potential uses to meet their departments' education, training, and communication needs. Finally, it demonstrated that with this increased knowledge the use of the IDL system was likely to increase within the organization. Appendices include the interview protocol, post-training questionnaire, pre-test, and post-test. (Author/AEF)

ED 438 795 IR 019 923

Motamedi, Vahid
An Overall View of Distance Education in the United States.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Mid-South Educational Research Association Annual Meeting (MSERA) (28th, Point Clear, Alabama, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Distance Education; Educational Technology; Higher Education; Instructional Effectiveness; Nontraditional Education; Teaching Methods
IDENTIFIERS- United States

Distance education is described as instructional delivery that takes place when learners and teachers are separated throughout the learning process by time and physical distance. Research indicates that distance education can provide students with opportunities for learning through alternatives to regular class meetings. Furthermore, research reveals that for some students distance education allows access to education for those who are unable to attend an educational establishment. The purpose of this paper is to provide an overall view of distance education in the United States. The paper begins with a description of distance education, distance education students, and its effectiveness. It then focuses on distance education and technology. Advantages, disadvantages and problems in distance education are discussed. (Contains 29

Education; Information Technology; *Learning Resources Centers; *Library Collections; *Library Personnel; *Library Services; Library Standards; *Library Statistics; Private Schools; Public Schools; Reference Services; School Districts; *School Libraries; Tables (Data)
IDENTIFIERS- Maryland

This collection of statistical data on school library media programs for 1997-98 is designed to assist local education agencies (LEAs) in examining their library media collections and staff according to the recommendations in "Standards for School Library Media Programs in Maryland." Tables present the following data by public school LEA or county: staff totals; number and percent of schools meeting staffing standards; collection totals; number of schools meeting collection size standards; nonfederal expenditures for library media materials; technology services; computer lab/reference services; television services; instruction/scheduling; central system staffing; central services; system level collection totals; system level technology services; system level computer lab/reference services; and system level television services. Information on library media centers in non-public schools is also provided related to technology services, computer lab/reference resources, television service, scheduling, staff totals, and collection totals. A list of Maryland State Board of Education members and selected State Department of Education staff is included. (MES)

ED 438 818 IR 057 643

Nordbye, Jody Ohmert, Ed.
Colorado Education & Library Directory, 1999-2000.
PUB DATE- 99
NOTE- 493p.; For the 1998-1999 directory, see ED 426 714.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Libraries; *Library Networks; Organizations (Groups); *School Districts; *Schools; State Boards of Education; State Departments of Education
IDENTIFIERS- Boards of Cooperative Educational Services; Colorado

This Colorado education and library directory, published annually, contains the following sections: (1) Colorado Department of Education; (2) State Advisory Committees; (3) School District Map, School Districts, Buildings, and Personnel; (4) Charter Schools; (5) District Calendars; (6) Boards of Cooperative (Educational) Services (BOCES); (7) Regional Library Service Systems; (8) Academic Libraries; (9) Institution Libraries; (10) Public Libraries; (11) Special Libraries; (12) Institutions of Higher Education/Vocational Schools; and (13) Educational Groups and Professional Organizations. An introductory section includes a directory and mission statement of the Colorado State Board of Education, a Colorado congressional district map, Colorado area codes map, and tables of Colorado education facts. Indexes provide listings by public school buildings, school districts, cities and school districts, counties and school districts, libraries, organizations, and names. (MES)

ED 438 819 IR 057 644

OCLC Annual Report 1998/99. A Great Time for Libraries!
PUB DATE- 99
NOTE- 61p.; For OCLC Annual Report 1990/91, see ED 345 744.

manufacturers, and consultants; and special libraries with adaptive technology programs. Includes a glossary, bibliography, and index. (MES)

ED 438 837   IR 057 664

Swaine, Cynthia Wright
Challenges in Delivering Library Services for Distance Learning.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; *Distance Education; Guidelines; Higher Education; Information Technology; Library Administration; Library Collections; *Library Role; *Library Services
IDENTIFIERS- American Library Association; Canadian Library Association; Web Sites

The first section of this paper on library services for distance education discusses the status of distance learning in higher education. What distance learning means for libraries is addressed in the second section, including considerations related to diverse locations, agreements with participating institutions, delivery limitations, librarian commitment, and awareness of new ways to deliver services. The third section summarizes requirements for libraries and provides World Wide Web addresses for American Library Association and Canadian Library Association guidelines. The fourth section describes the challenges and impact of distance learning on library service units related to administration, collection management, acquisitions, cataloging, collection access (interlibrary loan, circulation, and reserve), reference and instruction, and technical support systems. (MES)

ED 438 838   IR 057 665

Partello, Peggie, Ed.
Preparing New Hampshire's Librarians and Trustees for the 21st Century. A Report of the New Hampshire Task Force on Trustee and Librarian Education.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Certification; Elementary Secondary Education; *Librarians; *Library Education; Library Surveys; Postsecondary Education; *Professional Continuing Education; Public Libraries; Questionnaires; School Libraries; State Libraries; State Surveys; *Trustees
IDENTIFIERS- New Hampshire; Task Force Approach

In the spring of 1995, the New Hampshire Task Force on Trustee and Librarian Education was formed and charged with: (1) documenting the current state of librarian and trustee education in the state; (2) determining the educational needs of each group; and (3) making recommendations to the State Librarian regarding educational requirements, means to meet the educational needs, and roles and responsibilities for the New Hampshire State Library, state library associations, educational institutions, and other government agencies and policymakers. The task force developed two survey instruments--

evaluation methods"; and (5) for college leadership performance, employees most highly rated the president as "fostering a student-oriented approach in programs and services". Recommendations resulting from the findings of the QUEST Survey include recognizing and rewarding top-performing units, and devising improvement strategies for those not achieving optimum performance. In each section of the report, comparisons are made between this year's findings and those from past years. Also included in this report is a section presenting an overall look at all items on the 1989 QUEST Survey, a special section on middle states reaccredidation self-study, an overview of the comments section of the 1989 QUEST Survey, and detailed recommendations. Contains 25 tables and 12 charts. (VWC)

ED 438 858   JC 000 190

Wen, Hung-yueh Daniel
A Profile of Community College Presidents' Leadership Styles.
PUB DATE- 99
NOTE- 133p.; Ph.D. Dissertation, Mississippi State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Behavior; *Administrator
  Effectiveness; *College Presidents; *Community Colleges;
  Leadership Qualities; *Leadership Styles; Self Concept; *Self
  Evaluation (Individuals); Two Year Colleges

This research study was designed to develop a profile of community college presidents' self-perceived leadership styles and to examine possible relationships between their perceived leadership styles and a number of variables that help describe organizational variations among different community colleges. The Leadership Effectiveness Adaptability Description Self (LEAD-Self) instrument was used to determine community college presidents' self-perceived leadership styles. The results, based on responses from 178 presidents, imply that there were no relationships existent between community college presidents' leadership styles and their personal/personnel characteristics such as the number of years at present position, total years of experience as college administrator, personal influence on organizational culture, etc. Also, there were no relationships existent between community college presidents' leadership styles and their institutional characteristics, such as single or multi-campus, number of full-time faculty, geographical region, etc. However, findings suggest that the longer the length of tenure a president has at his or her present college, the more likely he or she is to stick to one or two leadership styles. Also, community college presidents or campus CEOs who report they are more adaptable in their leadership styles feel they have more influence on the external communities served by their institutions. The study reveals that presidents with more years in administration perceived they are less adaptable in leadership style. Appendices include the letters and forms used in the study. (Contains 97 references.) (VWC)

ED 438 859   JC 000 191

Klassen, Peter T.
An Assessment Report on Students' General Education Development
  at College of DuPage.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English

Assembly Regarding the Community College Funding Formula.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Community Colleges; Expenditures; *Financial Support; *Government School Relationship; *Income; Institutional Research; Planning Commissions; *Statewide Planning; Two Year Colleges
IDENTIFIERS- Iowa State Department of Education

This report summarizes the findings and recommendations of the Community College Funding Formula Task Force and proposes a new funding formula. Sections include: (1) Principles (Identifies twelve principles for an effective community college funding system); (2) Iowa's System of Community Colleges (Discusses mission, access, quality, and history; provides a statistical profile of Iowa college students and institutions and enrollment trends from 1988 to 1995; provides information on instructional programs and degrees awarded; describes the funding of the community college system, the sources of revenue, and data on revenues and expenditures for 1988, 1990, and 1997); (3) Funding Study Process (Lists the members of the Task Force and briefly describes the activities of the Task Force); (4) Funding Study Recommendations (Describes a proposed process for determining appropriation requests from the legislature and distributing state general aid to the colleges); (5) Fiscal Year 1999 Appropriations Request; (6) Funding Issues (Identifies important issues: inequities in funding; property tax/state aid equalization; rising student tuition; employee salaries; new program development; adult education needs; and program modernization); and (7) Future Action. Appendices include: sources of general operating fund, 1988-1997; general fund refinements; changes in reporting; student funding, 1997; and student tuition and expenses, 1995-97. (Contains 12 tables and 4 figures.) (RDG)

ED 438 879 JC 000 219

Prerequisites, Corequisites, Advisories, and Limitations on Enrollment, Fall 1997.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Identification; Academic Standards; Accountability; Administration; Admission Criteria; Background; Basic Skills; *Community Colleges; Compliance (Legal); Criteria; *Educational Legislation; Federal Legislation; *Prerequisites; *Prior Learning; Qualifications; Teacher Responsibility; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This question-and-answer-style document describes the policy and process of implementing and enforcing prerequisite and corequisite courses in California community colleges. Prerequisites are defined as a condition of enrollment that students are required to meet prior to enrollment in particular courses and programs. A prerequisite signifies that the skills or body of prior-knowledge required for a course is essential in ensuring a student's success and possibly safety in a particular course. This document systematically provides answers about when course prerequisites should be required, who

Early Childhood Research Quarterly, v14 n3 p313-333, 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Day Care; *Day Care Centers; Day Care Effects; Early Childhood Education; Standards; State Regulation
IDENTIFIERS- Child Protection; *Day Care Quality; *Day Care Regulations

This research brief summarizes a study of rules and regulations for center-based care and offers discussion and recommendations based on findings. The study analyzed the rules and regulations for center-based care from four states for the Cost, Quality and Outcomes Study (California, Colorado, Connecticut, and North Carolina). Investigators developed and applied rubrics to compare policies with recommended practices in the areas of structure, operations, personnel, and context. Researchers did a separate analysis comparing regulations for protecting the child versus regulations for enhancing child development. Across the four states, policies set higher standards for child protection than for enhancement of development. The study concluded that such regulations support the image of child care programs being as a "safe haven" rather than for "developmental enhancement," and that the limited requirements for child care personnel and for community interaction also encourage that image. The brief asserts that these minimum standards departed substantially from professional judgments about what is needed in child care settings, and recommends that the lowest standards be eliminated, more precise language be used by regulators, and developmental enhancement be emphasized. (EV)

ED 438 888   PS 028 303

Collado, Fatima Y.
The Role of Spontaneous Drawing in the Development of Children in the Early Childhood Settings.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Child Development; *Childrens Art; *Creative Development; Early Childhood Education; Educational Environment; *Freehand Drawing

This paper asserts the importance of allowing children to use their own perceptions in developing their imagination and drawing skills. It discusses why children draw, and how teachers can foster creativity, create appropriate activities, and evaluate the child's progress. Children draw to symbolically explore their worlds, and that by the age of 3 or 4, most children are able to master the necessary skills for presenting their own ideas about reality in observable symbolic form. The creativeness of children can flourish only in an environment that provides: respect along with freedom for exploration and risk-taking; a rich experimental curriculum; adequate space for children's projects and materials; sufficient, or at least flexible, time; and a sincere, mature, and sensitive adult. Art activities should be chosen with the same rationale that child development specialists use to select toys for children: they should be open-ended and provide a variety of options. The paper concludes by discussing interviews with eight teachers in day care and Head Start programs about children's spontaneous drawings, and an analysis of four children's drawings. Some teachers indicated they did as trainers and assessors must become familiar with the tasks and texts used by competent workers in particular occupations and industries, and must understand how those tasks and texts fit within the broader social environments of individual workplaces. The booklet begins with a discussion of the concept of integrated literacy and the importance of determining which communication skills are required in specific workplaces and how those skills can be demonstrated in the workplace. The next section of the booklet examines two activities that are regularly performed by trainee clerks in city council offices: (1) face-to-face receipting of rate payments and updating of council files; and (2) official recording of complaints. The literacy competencies required by trainees for both activities are identified, the transcript of the talk occurring while the activities are performed is presented, and the competencies displayed by trainees are analyzed and compared with the currently authorized competencies. The booklet ends by considering the implications of the analysis for literacy trainers and teachers. The booklet contains 15 references. Appended is an explanation of the transcription notations used in the document. (MN)

ED 438 411   CE 079 695

Searle, Jean
Discourses of Literacy. Research into Practice Series Number 9.
  Adult Literacy Research Network.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy;
  *Definitions; Educational Practices; Educational Research;
  Foreign Countries; *Literacy Education; *Theory Practice
  Relationship
IDENTIFIERS- *Australia

This booklet is intended to help new adult literacy practitioners in Australia explore the possible meanings of the term "literacy." The booklet begins with the question, What is literacy? The next (and largest) section of the booklet considers various metaphors of literacy. A table detailing some ways of talking about literacy is presented. It lists the following topics: six conditions (sickness and/or handicap, ignorance, incapacity, oppression, deprivation, deviance); ways and means of responding to them; the goals of the possible responses/interventions; and situations where the interventions may be applied. Also included in the section on metaphors of literacy are discussions of the following topics: literacy as control; literacy as a "crisis"; literacy as autonomy and the importance of helping learners master basic skills; literacy as a right and a means of promoting social justice; literacy for social action and the concept of transformation; literacy as technology; and literacy as social practice. Concluding the booklet is a discussion of the implications of the various definitions of, and ways of looking at, literacy for adult literacy practitioners. Appended are nine selected definitions of literacy and eight examples of literacy as control. (Contains 41 references.) (MN)

ED 438 412   CE 079 696

Searle, Jean, Ed.
Social Literacies across Communities, Cultures and Contexts.

thereby raise the profile of HR within their organization. The following are among the topics examined: (1) the strategic context of measurement (the role behavior, the business cycle, and the organization-specific approaches to measurement); (2) the importance of balance (the myth of financial indicators, the balanced scorecard, the Institute for Employment Studies scorecard); (3) people measures (levels of analysis, approaches to measurement, ways of calculating measures and deciding what is really important); (4) measurement of HR (the evidence, dilemmas, perceptions of HR, an HR value chain, key indicators, "HR scorecards," evaluation of initiatives); (5) benchmarking (setting clear objectives, identifying comparative organizations, collecting data and understanding results, adapting for improvement from benchmarking); and (6) key points and steps to success (organizational objectives, people implications, HR implications). Fourteen tables/figures are included. Appended are definitions of selected people and HR indicators; guidelines for deriving indicators of satisfaction and commitment; and a questionnaire examining perceptions of the HR function. (Contains 26 references.) (MN)

ED 438 430   CE 079 732

Hughes, Maria
Skills and Enterprise: A Challenge To Further Education and Industry. An Agenda for Action Resulting from the FEDA, NTO National Council and DTI Consultative Conference Held on 2 September 1999.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Coordination; *Education Work Relationship; Educational Cooperation; Educational Finance; *Entrepreneurship; Foreign Countries; *Labor Force Development; *Partnerships in Education; Postsecondary Education; *School Business Relationship
IDENTIFIERS- *Great Britain

This publication presents materials synthesized from a consultative seminar jointly sponsored by Britain's Department of Trade and Industry (DTI), the National Training Organisations (NTO) National Council, and the Further Education Development Agency (FEDA) in Britain. The seminar's aims were: to examine the business case for investing in learning; to identify current practice; and to inform the development agenda for DTI, FEDA, and NTO National Council. Section 1 sets forth the development agenda. Section 2 is a summary. Section 3 lists the key issues that were identified under these themes: business challenges; relevant, high-quality provision; funding and resources; partnerships; small and medium enterprise and supply chain company development; role of NTOs; continuity and coherence in government policies; encouraging human resources development; skill gaps and labor market information; and how information and communications technologies could help. Section 4 paraphrases three keynote addresses. Alan Johnson's speech addressed further education's crucial role in tackling intermediate level skills, supporting and encouraging entrepreneurs, and working with business. Chris Hughes's opening remarks urged seminar participants to face the challenges presented by the national imperative to develop the work force to ensure future economic success and emphasized the need for collaboration. Shirley Woolley's address noted the

Employment Qualifications; Experiential Learning; Feminism; Foreign Countries; Global Approach; Higher Education; Independent Study; Information Technology; Job Skills; Job Training; Language of Instruction; Lifelong Learning; Literacy Education; Models; Nontraditional Students; Partnerships in Education; Refugees; Regional Planning; Rural Education; Scienc Australia; Belgium; Canada; South Africa; United Kingdom; United States

IDENTIFIERS- Australia; Belgium; Canada; South Africa; United Kingdom; United States

This document contains 51 papers from a conference devoted to the theme of exploring spaces in adult education. The following are among the papers included: "Exploring Everyday Spaces: Women's Transitions from Welfare to Paid Work and Education" (Cynthia Lee Andruske); "Lost in Space? Re-valuing the Impact of Education Research" (Paul Armstrong); "Reclaiming and Problematising Self-Directed Learning as a Space for Critical Adult Education" (Stephen Brookfield); "Imposing Spaces in the Curriculum of Adult Learners: Models of the Same Players in Different Situations" (Darol M. Cavanagh); "Identity, Location and the Making of Adult Educators" (Clive Chappell); "Universities and Regional Partnerships for Learning: Reinterpreting the 'Local' in the Education of Adults" (Janet Coles and David Smith); "Space, Place and Subversion in University Adult Education and Continuing Education" (Ian Davidson); "Maintaining Spaces for Adult Learners in Science" (Jane de Rennes); "Back to the Land? Service and Self-Interest in Adult Education in Rural England 1920-1945" (Bernard Deacon and Lynne Thompson); "Adult Education and Social Movements: The Significance and Workings of Social Movements as a Part of the Civil Society, an Approach from the Angle of Adult and Continuing Education" (Luc Dekeyser); "Skills and Employability in the Spotlight: Exploring Official Discourses of Training" (John Field); "English, Afrikaans, Xhosa and Swetswana: Contested Language Space in a South African Adult Education Programme" (Jonathan Geidt); "Dis-stanced Learning: Adult Learners, Heidegger and Spatiality (Peter Gray); "Shaping Learning through Space: The Case of Outdoor Management Training" (Roger Hall and Caroline Rowland); "Doing the Right Thing: Positioning the Adult Learner through Discourses of Guidance and Counselling" (Roger Harrison); "Different Theatres, Different Audiences: The Arts and the Education of Adults" (David J. Jones); "Casual Literacy and Campaign Zeal: Environment and Conflict" (Jane Mace); "Sustaining Critical Communities: Stretching the Academy" (Ian Martin and Mae Shaw); "Orientation in Time: Leisure, Learning and the Life Course" (Jane McKie); "Troubling Spaces in the Analysis of Adult Education Policy" (Katherine Nicoll); "Accommodation for Adult Education" (Gerald Normie); "Going Back to Our Roots: The Role of Transformatory Education in the Battle against Social Exclusion" (Martin Notley and Helen M F Jones); and "Men on the Margins: Towards an Account of Men's Experience of Adult Education" (Rebecca O'Rourke). (Each paper contains references.) (MN)

ED 438 448 CE 079 762

Even, William; Macpherson, David
Rising above the Minimum Wage.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

of Japan's human resource system and its similarities to and differences from the U.S. human resource development system. Because it subsumes andragogy and pedagogy, ergonagy can make international dialogue, research, and studies of kyo-iku and education clearer and more defined. (Contains 11 references.) (MN)

ED 438 466 CE 079 791

Regional Workshop on Planning and Management of Literacy and Continuing Education (4th, Solo, Indonesia, December 10-19, 1997).
PUB DATE- 99
NOTE- 148p.; Product of the Asia-Pacific Programme of Education for All (APPEAL).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Continuing Education; *Developing Nations; *Educational Practices; Foreign Countries; International Educational Exchange; *Literacy Education; *Program Development; Program Evaluation; Program Implementation
IDENTIFIERS- *Asia Pacific Region

This document summarizes the research papers and panel discussions submitted or presented for a conference on planning and management of literacy and continuing education. The conference participants shared findings and important features in the planning and management of literacy and continuing education among participating countries, imparted knowledge and skills in project planning, management, and monitoring, and prepared action plans for implementing pilot projects in literacy and continuing education. This report is organized in five chapters. The first chapter summarizes papers on experiences in various Asian Pacific countries, as shared during plenary panels and roundtables. Chapter 2 presents a summary of theoretical inputs concerning the project cycle of literacy and continuing education and the major outcomes of the group work, based on field visits. Chapter 3 describes the workshop session on project formulation that was conducted to provide participants with practical experience in project conceptualization and formulation of project plans for literacy and continuing education. The fourth chapter summarizes presentations and outcomes of the group work on monitoring and evaluation, including concepts, methods, and tools of monitoring and evaluation. The last chapter presents actions plans and strategies for implementation of the activities proposed in earlier papers. Five appendixes contain a provisional annotated agenda, a provisional work schedule, a list of participants, the keynote presentation, and a synthesis of workshop evaluations. (KC)

ED 438 467 CE 079 792

Kim, Kwang; Creighton, Sean
Participation in Adult Education in the United States: 1998-99. Statistics in Brief.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

NOTE- 82p.; For volume 2, see CE 079 871.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Education Work Relationship; Educational Needs; *Educational Practices; *Educational Trends; Employed Women; Employment Level; Employment Projections; *Employment Qualifications; Foreign Countries; *Job Training; Labor Force Development; Labor Market; Outcomes of Education; Postsecondary Education; Secondary Education; Standards; *Vocational Education
IDENTIFIERS- *Europe

This document is intended to provide updated information on the most important trends in the development of occupations and qualifications in Europe in the face of current demographic, social, economic, technical, environmental, and cultural challenges. It provides a general summary of the most important trends at the macro level, and makes recommendations and draws conclusions for policy and practice in vocational training and further training. Trends covered include the following: (1) training and qualification requirements in the light of foreseeable demographic trends; (2) trends in the participation of young people in education and training; (3) levels of education, qualifications, employment rates among older people; (4) women and vocational training; (5) employment and vocational training of low-qualified people in the European Union (EU); (6) employment trends and labor market development in the EU; (7) trend in occupations and employment in the service sector; (8) levels of employment, education, and qualifications; (9) closing gaps in qualifications; (10) earning power and qualifications; (11) development of occupations and qualifications; (12) environmental challenges; (13) occupational fields, sectors of the economy and their prospects with regard to educational and qualifications requirements; (14) changing work organization and working conditions; and (15) occupational and training profiles with a promising future. (Contains 32 references.) (KC)

ED 438 486   CE 079 871

Sellin, Burkart, Ed.
European Trends in the Development of Occupations and Qualifications. Findings of Research, Studies and Analyses for Policy and Practice. Volume II. CEDEFOP Reference Document.
PUB DATE- 99
NOTE- 385p.; For volume I, see CE 079 870.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Standards; Communications; Competence; Continuing Education; Cooperative Planning; Coordination; Delivery Systems; *Education Work Relationship; Educational Cooperation; Educational History; *Educational Planning; *Educational Policy; Educational Research; Educational Trends; *Employment Qualifications; Foreign Countries; Information Technology; Instructional Development; International Cooperation; International Educational Exchange; Job Development; Labor Market; Labor Needs; Lifelong Learning; Outcomes of Education; Policy Formation; Postsecondary Education; Regional Planning; Research Utilization; School Business Relationship; Second Language Instruction; Second Language Learning; *Europe

Learning" (JoBeth Allen, Barbara Michalove, Betty Shockley, and Marsha West); and "Language, Literature, and At-Risk Children" (Nancy Roser, James V. Hoffman, and Cynthia Farest). Section 4 (Fostering Reading for Meaning) contains 6 articles: "Modeling Mental Processes Helps Poor Readers become Strategic Readers" (Gerald G. Duffy, Laura R. Roehler, and Beth Ann Herrmann); "Two Approaches for Helping Poor Readers Become More Strategic" (Beth Ann Herrmann); "Interactive Storybook Reading for At-Risk Learners" (Janell P. Klesius and Priscilla L. Griffith); "Using Think Alouds To Enhance Children's Comprehension Monitoring Abilities" (James F. Baumann, Leah A. Jones, and Nancy Seifert-Kessell); "Activating Background Knowledge: Strategies for Beginning and Poor Readers" (Janet Clarke Richards and Joan P. Gipe); and "Introducing Response Logs to Poor Readers" (Pat Sudduth). Section 5 (Improving Accuracy and Fluency) includes 5 articles: "Saying the 'P' Word: Nine Guidelines for Exemplary Phonics Instruction" (Steven A. Stahl); "Read-Aloud Books for Developing Phonemic Awareness: An Annotated Bibliography" (Hallie Kay Yopp); "Making Words: Enhancing the Invented Spelling-Decoding Connection" (Patricia M. Cunningham and James W. Cunningham); "Procedures for Word Learning: Making Discoveries About Words" (Irene W. Gaskins, Linnea C. Ehri, Cheryl Cress, Colleen O'Hara, and Katherine Donnelly); and "Fluency for Everyone: Incorporating Fluency Instruction in the Classroom" (Timothy V. Rasinski). Section 6 (Improving Family and Community Collaboration) includes the following 6 articles: "Early Literacy at Home: Children's Experiences and Parents' Perspectives" (Jamie L. Metsala, Ed.; Linda Baker, Susan Sonnenschein, Robert Serpell, Deborah Scher, Sylvia Fernandez-Fein, Kimberly Munsterman, Susan Hill, Victoria Goddard-Truitt, and Evangeline Danseco, authors); "Connecting School and Home Literacy Experiences through Cross-Age Reading" (Barbara J. Fox and Maripat Wright); "A Community Volunteer Tutorial That Works" (Marcia Invernizzi, Connie Juel, and Catherine A. Rosemary); "Reading Together: A Community-Supported Parent Tutoring Program" (Susan

ED 438 508   CS 013 805

Opitz, Michael F., Ed.
Literacy Instruction for Culturally and Linguistically Diverse Students: A Collection of Articles and Commentaries.
PUB DATE- 98
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Childrens Literature; *Culturally Relevant Education; *Diversity (Student); Elementary Education; *Literacy; Multicultural Education; Reading Comprehension; *Reading Instruction; Reading Writing Relationship
IDENTIFIERS- Journal of Reading; Language Arts (Journal); *Multicultural Literature; Reading Teacher (Journal)

Addressing issues arising from increasing student diversity, this book brings together articles from "The Reading Teacher," "Journal of Reading," and "Language Arts" which offer teaching strategies, ways to capitalize on differences, and ways to use multicultural literature. Each section includes introductions by well-known literacy professionals and at the end is an annotated bibliography of over 100 multicultural children's books with a chart showing themes in each book. Part 1 (Awareness and Attitudes toward Literacy) includes 5 articles: "A Good Place To Begin: Examining Our Personal Perspectives" (Dawn Abt-Perkins and Mary Louise Gomez); "Johnny Can't Talk,

Spotlight on Reading. A Companion to: Beginning Reading Instruction. A Response from the Texas Education Agency and The Texas Mentor School Network Region XIII to the Governor's Reading Challenge. Texas Reading Initiative.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Class Activities; Decoding (Reading); Independent Reading; Language Acquisition; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Strategies; Spelling; Vocabulary Development; Writing (Composition)
IDENTIFIERS- Alphabetic Principle; Phonemic Awareness

This booklet presents many examples of instructional activities that occur on a daily basis on the campuses of Spotlight Schools, schools identified by the Texas Education Agency as having student populations that reflect a diversity of ethnicity and socioeconomic backgrounds, and demonstrate that essentially all children can become readers. It is designed as a companion to the "little red book"--officially known as "Beginning Reading Instruction: Components and Features of a Research-Based Reading Program"--which describes some important aspects of effective reading instruction, as well as elements of classroom and campus supports for effective instruction. The activities in this booklet exemplify the components of instruction that appear in the little red book. The activities in the booklet are divided into sections on oral language development; concepts of print; reading aloud; phonemic awareness; alphabetic knowledge; alphabetic principle; decoding strategies; writing and spelling; fluency development; independent reading; vocabulary development; and comprehension strategies. A list of Spotlight Schools and a list, of 28 commercially developed materials Spotlight Schools principals reported in use at their schools are attached. (RS)

ED 438 526   CS 013 891

Haas, Monty; Haas, Laurie Joy
Read It Aloud! A Parent's Guide to Sharing Books with Young Children.
PUB DATE- 00
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Characterization; *Communication Skills; Early Childhood Education; Language Usage; Listening Skills; Parent Child Relationship; Parent Participation; *Reading Aloud to Others; *Reading Skills; Young Children

By blending reading aloud, in particular "performance reading," with follow-up discussion, related activities, and plenty of wordplay, parents can prepare their children to think, communicate, and succeed in the adult world. Performance reading helps parents learn to read wordless books to relate to infants/toddlers; explore sounds of words to foster a love of words and wordplay; interact with pictures to develop the spelling. Appendixes contain a list of high frequency words, a students self-assessment checklist, and writing rubrics for first, second, and third grade. (Contains 23 references and 30 tables of data.) (Author/RS)

ED 438 547 CS 217 003

Baker, Tonya; Delmonico, Janine
Enhancing Critical Thinking in High School English and Theatre Arts.
PUB DATE- 99
NOTE- 113p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Critical Thinking; English Instruction; High Schools; Instructional Effectiveness; *Theater Arts; *Thinking Skills

This report describes a program for enhancing critical thinking skills within the high school English and theatre classrooms. The targeted population consists of high school students in two multicultural middle-class suburbs of Chicago. The lack of critical thinking in the classroom was documented through data garnered from teacher observations, questionnaires, surveys, journals, and a modified version of The Cornell Critical Thinking Test Level X. The evidence from research suggests that students display a low participation level, poor decision making, many off task behaviors, anxiety regarding school work, poor ability to transfer knowledge, and tend to give up easily. Although the study analyzes critical thinking within students, it also scrutinizes the level of instruction of critical thinking within the classroom, the level of preparation for teachers on the instruction of critical thinking, and the educational system itself. As a result of the review of literature and the analysis of the problem data, interventions were selected that developed or increased students' abilities to use critical thinking in the English and theatre classrooms. The goal of these interventions was to foster and stimulate critical thinking among students in these classes. Postintervention results indicated that critical thinking is not a process that is easily measured; nor is it a process easily taught. In addition, the use of The Cornell Critical Thinking Test was ineffective and contrary to the critical thinking purpose. There are also many factors out of the control of individual teachers when it comes to implementing and improving critical thinking, thus hindering the effectiveness of critical thinking instruction. Third, critical thinking pedagogy is a learning process for the teachers as well as the students, and it takes time and patience to master. Finally, there is a potential connection between motivation and critical thinking that needs to be considered and addressed in future research. (Contains 27 references, and 2 tables and 22 figures of data.) (Author/RS)

ED 438 548 CS 217 004

Bogott, Tricia; Letmanski, Jeanette; Miller, Bethany
Improving Student Language and Literacy Skills through Vocabulary Development and Phonemic Awareness.
PUB DATE- 99
NOTE- 129p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.

service-learning program does have a good proportion of successes. Contains 3 tables of data. Appendixes include a sample student evaluation form, placement-based assessment form, and sample program evaluation forms. (EF)

ED 438 570 CS 510 233

Scott, Rose Mary
Literacy Is about "Teacher Caring."
PUB DATE- 99
NOTE- 17p.; Based on a presentation given at the Annual Meeting of the Wisconsin State Reading Association (Milwaukee, Wisconsin, February 4-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Education Majors; Elementary Education; Higher Education; Literacy; Preservice Teacher Education; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness; *Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- Response to Literature; *Teacher Enthusiasm

This paper is based on the belief that a prerequisite to literacy education and to all teaching is accepting and caring about the students. Eighteen education students' responses to two children's books, "Chevrolet Saturdays" and "My Name is Maria Isabel," were compiled. From the comments, the following attributes were identified as being important for successful relationships between teachers and students: warmth, credibility, high expectations for success, and an encouraging and supportive attitude. Recommendations are: (1) education students should be screened for the above attributes before admission; (2) students should be exposed to these attributes in every education course; and (3) students' progress in developing these attributes should be continuously monitored. (EF)

ED 438 571 CS 510 234

Heinemann, Robert L.
"We Are Who We Are": Repositioning Boyer's Dimensions of Scholarship.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Higher Education; Liberal Arts; Models; *Scholarship; *Small Colleges
IDENTIFIERS- *Boyer (Ernest L); Identity Formation; *Institutional Image

This paper deals with issues of identity--lately, many institutions of higher education, especially small and medium-size colleges, seem to be confused in terms of function. Pointing out that all institutions seem to have been encouraged to balance their scholarship in terms of Ernest L. Boyer's prescribed functions of research discovery, integration, service application, and teaching set out in 1990's "Scholarship Reconsidered," the paper argues that a promoting competition among training institutions. Categorical program reforms are the last components discussed. (RJM)

ED 438 592   EA 030 007

Lee, Jannelle
Equalizing School District Funding: Option for a Sliding Scale COLA. An LAO Report.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; *Educational Legislation; Elementary Secondary Education; *Equalization Aid
IDENTIFIERS- California; *Cost of Living Adjustment

Pursuant to Chapter 156, the Legislative Analyst's Office has developed options for the California Legislature to implement a sliding-scale cost-of-living-adjustment (COLA) as a means of equalizing general purpose funding for school districts. Chapter 156 declares the Legislature's intent to replace the existing "uniform" COLA approach with a sliding-scale COLA as an ongoing mechanism to equalize revenue limits. This report summarizes the history of school finance to establish a context for understanding equalization. It assesses how Chapter 156 affects school district revenue limits and the implications for future revenue-limit equalization. The report discusses what constitutes adequate equalization and describes options for setting equalization goals. Three different sliding-scale COLA options are described, and recommendations are made to the Legislature. Although sliding-scale COLAs provide for faster equalization than the current uniform revenue-limit COLA, they will still take considerable time. If the Legislature wants to achieve its equalization goals more rapidly, this would require supplemental funding for equalization. These ongoing supplemental funds could be provided periodically or on an annual basis, depending on the Legislature's objectives and competing funding priorities.(DFR)

ED 438 593   EA 030 161

Slowinski, Joseph
Becoming a Technologically Savvy Administrator. ERIC Digest Number 135.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Administration; *Educational Technology; Elementary Secondary Education; Instructional Innovation; *Instructional Leadership; Professional Development; *Strategic Planning; Technology Transfer
IDENTIFIERS- ERIC Digests

This Digest examines the effective integration of technology into schools and explores the importance of technology to school leaders. It asks why and how administrators should promote technology and asserts that school leaders who implement technology effectively will contribute greatly to education and

Foundation, Miami, FL.; New American Schools Development Corp.
PUB DATE- 99
NOTE- 59p.; With Joanna Heilburnn, Christopher J. McKelvey, Thomas Sullivan.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Curriculum Evaluation; *Educational Innovation; Elementary Secondary Education; *Instructional Design; Learning Experience
IDENTIFIERS- *New American Schools

This report presents a data-collection plan for addressing these questions: (1) What were the New American Schools (NAS) like before they implemented their restructuring design efforts? (2) How have these evolved over time? (3) Are the critical components of the NAS designs being implemented across a wide array of schools? (4) Do the NAS designs extend beyond changes in school organization and governance, and permeate classrooms to change curriculum and instruction? and (5) What is the progress of the schools being assisted by NAS design teams in improving student and school performance? The report takes the findings from the first question and relies on data from partnering school districts and retrospective accounts provided by principals. NAS design teams partnered with schools that had many academic and social challenges, and the researchers compared these schools' climates with a national sample. The 1994-95 school year (the year before designs began assisting schools in their restructuring efforts) baseline data reveal that NAS schools were performing at or below the district average on mandated tests. NAS principals reported greater problems related to diverse student populations--poverty, difficulties with the English language, racial-ethnic tension, lack of school readiness, student and teacher absenteeism, verbal abuse, and disrespect of teachers--than did principals in the national sample. Future RAND reports will document the effect of the NAS designs on students' educational opportunities and performances. (DFR)

ED 438 613 EA 030 252

Howley-Rowe, Caitlin
Engaging with School Improvement: A Study of Factors Influencing Initial and Sustained Involvement in the Quest Network.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; School Culture; *School Involvement

Quest is a school-improvement program based on principles of inquiry, collaboration, and action research. Quest supports and investigates ongoing school-improvement efforts through rallies, summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report discusses an exploratory, multi-method study of the factors a sample of Quest participants believed had been important to their schools' initial and sustained involvement with the project. Six focus-group interviews were conducted with 41 students with disabilities and their families; (3) Department of Education (DOE) grant administration, compliance-monitoring, complaint-handling, and enforcement functions; (4) how the DOE has described its monitoring/compliance functions over time; (5) three cases in which states have developed new approaches to compliance monitoring; (6) the functions of the Department of Justice (DOJ) in relation to IDEA; and (7) the technical assistance and public information materials the DOE funds or provides. A review of the DOE's monitoring reports of states between 1994 and 1998 found that every state was out of compliance with IDEA requirements to some degree, and that federal efforts to enforce the law have been inconsistent and ineffective. The report includes recommendations to strengthen the capacity of both the DOE and the DOJ to enforce IDEA more effectively. Appendices include further information on IDEA, monitoring outcomes, and recommendations. (Contains 337 references.) (CR)

ED 438 633   EC 307 655

Trupin, Laura; Yelin, Edward
The Employment Experience of Persons with Limitations in Physical Functioning: An Analysis of the 1996 California Work and Health Survey. Disability Statistics Report 12.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 25p.; For report number 11, see ED 411 663.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employment; Employment Experience; Employment Opportunities; *Employment Patterns; Employment Statistics; Individual Characteristics; Job Satisfaction; *Labor Force; Labor Force Nonparticipants; *Physical Disabilities; *Severity (of Disability); State Surveys; Tables (Data); Underemployment; *Work Attitudes
IDENTIFIERS- *California

This report uses data from the California Work and Health Survey (a random sample of 2,310 California adults), conducted in July 1996, to compare labor force status, employment history, and experience of work for persons with and without disabilities. Results found: (1) the largest difference in the employment experience of persons with and without physical functional limitations is in their labor force participation rate, with persons with functional limitations less than half as likely to be in the labor force; (2) part-time employment is more common among persons with many functional limitations; (3) persons with fewer limitations in physical functioning are more likely to be employed in skilled trade occupations; (4) persons with more limitations in physical functioning report less satisfaction with their current jobs and are less optimistic about future prospects; (5) loss of a job during the past five years is no more common for persons with physical functional limitations than for those without; and (6) among persons who are not currently in the labor force, those with more functional limitations are less likely to report a desire to work. Appendices include statistical charts on labor force status and functional limitation status. (Contains 27 references and 5 tables.) (CR)

ED 438 634   EC 307 656

Nover, Stephen M.; Andrews, Jean F.

Early Childhood: The Role of the Paraprofessional. Strategies for Paraprofessionals Who Support Individuals with Disabilities. Facilitator Edition and Student Edition.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 99

NOTE- 355p.; For earlier version, see ED 398 698. For the other modules in this series, see EC 307 672-676.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Child Development; *Course Content; Courses; Day Care; *Disabilities; *Early Childhood Education; *Early Intervention; Individualized Education Programs; Individualized Family Service Plans; *Learning Modules; *Paraprofessional School Personnel

IDENTIFIERS- *Minnesota

This training module focuses on early childhood and is part of a training series for paraprofessionals working with students who have disabilities. The module is comprised of two components, a facilitator's guide and a student guide. The facilitator's guide provides the full text of the student's edition as well as chapter goals to be accomplished by students, an outline of topics covered in each text section, materials necessary to teach each chapter (such as transparencies, handouts, and supplemental readings), discussion questions, suggested activities to be completed by students outside of class, and lists of resources (many in Minnesota). Individual chapters cover the following topics: (1) an introduction to early intervention and early education; (2) child development in the early years; (3) individualized planning for children with disabilities; (4) the paraprofessional in the classroom; and (5) the paraprofessional's role in working with families and the community. Seven appendices provide: information on the Americans with Disabilities Act and child care providers; developmental milestones from birth to age 9; a sample Individualized Education Plan form; a sample Individualized Family Service Plan form; summaries of articles on behavior management; a family needs survey form; and information from the Minnesota Paraprofessional Consortium. (Contains 29 references.) (DB)

ED 438 653 EC 307 675

Hewitt, Amy; Langenfeld, Karen

Positive Behavior Strategies for Paraprofessionals. Strategies for Paraprofessionals Who Support Individuals with Disabilities. Facilitator Edition and Student Edition.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 99

NOTE- 237p.; For earlier version, see ED 398 697. For the other modules in this series, see EC 307 672-676.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Council for Exceptional Children. Research is reported which has focused on validating specific natural-environment approaches, including incidental teaching, coincidental teaching, time delay, mand-modeling procedures, activity-based intervention, and milieu teaching. Results have underscored the fact that just using the natural environment is not enough; the procedures that are integrated into the setting must be effective ones. Effective principles include the following: (1) review and reinforce requisite skills; (2) present new material incorporating guided practice; and (3) provide opportunities for maintenance and generalization. Procedural and contextual questions are suggested for practitioners to consider when evaluating a recommended approach. The paper concludes that instruction in natural environments promotes child-focused, age-appropriate target skills and, philosophically, is consistent with inclusionary practices. (DB)

ED 438 672 EC 307 694

Nutrition: Intervention Guidance for Service Providers and Families. Connecticut Birth to Three System, Service Guideline 6.
SPONS. AGENCY- Connecticut State Dept. of Mental Retardation, Hartford.
PUB DATE- 00
NOTE- 54p.; For Guideline 5, see ED 436 052.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Disabilities; *Early Intervention; *Health Services; Infants; *Nutrition; *State Programs; Surveys; Toddlers

This guide was developed to assist families and service providers in Connecticut with nutrition services for infants and toddlers with disabilities. Individual sections provide information about the following topics: laws and regulations related to nutrition services; eligibility for the Connecticut Birth to Three System and nutrition; nutrition specialists; the importance of nutrition in overall development; parents' perspective on nutrition; nutrition screening; nutrition assessments; recommended dietary intake; feeding; lactation for the infant with special needs; nutrition care for premature and low birth weight infants; alternative and complementary medicine; and transition from Birth to Three services. Appendices include the mission statements of the Connecticut Birth to Three System, results of a survey of nutrition services to which 34 Connecticut Birth to Three programs responded, a glossary, a list of resources, a Birth to Three nutrition screening questionnaire, and a description of various formulas for infants and toddlers. (Contains 63 references.) (DB)

ED 438 673 EC 307 695

Answers to Frequently Asked Questions for Parents of Florida's Exceptional Students.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

and administrative guidelines for the construction of a new elementary school. Included is a listing of technical master specifications sections developed by the school district to convey specific detailed recommendations for all construction elements. All of the requirements included can be categorized as one of the following types: (1) general considerations that guide the architect and contractor in setting the overall design concepts of the school; (2) space requirements that describe the number of spaces and their size requirements (minimum width, height, and length); as well as detailed information about each individual space. An appendix contains lists of equipment that may be included in each individual space. (GR)

ED 438 693 EF 005 519

Perceptions of Educators about School Design Issues.
PUB DATE- 98
NOTE- 71p.; Prepared for Heery International.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Facilities Design; Elementary Secondary Education; Focus Groups; Public Schools; *Teacher Attitudes; Telephone Surveys; *Urban Schools

Research results are presented from focus groups and telephone surveys concerning the attitudes and opinions of public school educators on the issue of school design, and what educators would want to see in a millennial school design. The study report is divided into two empirical sections plus a conclusion. The first section presents the findings from two focus groups conducted among metropolitan Atlanta educators concerning general school design, schools and their communities, classroom design, common areas, and other design issues. The second section analyzes the results from a telephone survey of educators from seven different metropolitan areas throughout the United States. Survey questions addressed the importance of school design, the teacher's role, rating design elements, time management, and collaboration. Brief summaries of the findings from both study approaches are provided, including summaries from telephone surveys from specific metropolitan areas such as Atlanta, Cleveland, Dallas, Los Angeles, New York, San Francisco, and Seattle. (GR)

ED 438 694 EF 005 545

Earthman, Glen I.; Lemasters, Linda K.
Can Research Findings Help School Systems Obtain the Most Bang from the Construction Bucks?
PUB DATE- 97
NOTE- 43p.; Paper presented at the Council of Educational Facility Planners, International Annual Meeting (Phoenix, AZ, September 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Environment; *Educational Facilities Improvement; *Educational Research; Elementary Secondary Education; *Public Schools; School District Spending; *Student School Relationship

Research on educational facilities is important to help industry and school districts make decisions on funding and maintaining

IDENTIFIERS- Caddoan Languages; Celtic Languages; Lappish

The theme of the third annual Foundation for Endangered Languages (FEL) Conference was Endangered Languages and Education, focusing on how education can be used to promote, resist, and reverse the decline of a language. The conference papers are broken into several sections covering the topic from a variety of aspects and perspectives. "Finding a Policy" looks at the more general issues of how to proceed when the old link between the language and the traditional culture seems to be fraying. The question is considered in three North and South American contexts (among North Dakota American Indians, the Amish community, and Mayans in Guatemala), as well as for the Saami in Norway and the Irish under British rule. "Looking at Learners" switches the focus to the pupils in the education process, surveying attitudes and assessing acquired proficiency in Brittany and New Zealand, where there is a single minority language and a single metropolitan language. In "Working with Non-Written Languages", the special problems of making a bridge between oral and written language education comes to the fore. "Ways and Means" examines practical measures that can be taken to get teaching and learning organized. The examples of Maori in New Zealand and Khoisan in Namibia are examined. The "Role of Standard Dialects" is considered using the case of the disruption of language transmission among Basque dialects in Spain. Finally, "Impacts and Future Prospects" examines the overall impact that education programs seem to be having in preserving endangered languages. (KFT)

ED 438 715 FL 026 141

Ostler, Nicholas, Ed.
Endangered Languages: What Role for the Specialist? Proceedings of the Foundation for Endangered Languages (FEL) Conference (2nd, Edinburgh, Scotland, September 25-27, 1998).
PUB DATE- 98
NOTE- 117p.; For the proceedings of the third conference, see FL 026 140. Sponsored by the Linguistics Association of Great Britain.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Languages; Bilingual Education; Bilingualism; Cultural Maintenance; Cultural Pluralism; Eskimo Aleut Languages; Ethnic Groups; Foreign Countries; Heritage Education; Indigenous Populations; Information Technology; Language Attitudes; *Language Maintenance; *Language Minorities; Malayo Polynesian Languages; Official Languages; Romance Languages; Second Language Learning; Slavic Languages; Sociolinguistics; Turkic Languages; *Uncommonly Taught Languages
IDENTIFIERS- Chibchan Languages; Flemish; Germanic Languages; Paleosiberian Languages; Salishan Languages; Tungus; Yeneseian Languages

The papers included here examine issues related to the role outside specialists, such as linguists, educators, or media professionals, can play in the preservation of endangered languages. Language communities must continue to use their mother tongues if the languages are to survive, and this has led to questions about whether outside organizations have the right to intervene. The proceedings of the second annual Foundation for Endangered Languages (FEL) Conference is divided into several sections. "Successful Interactions" section includes three reports from linguists and educators on work with three different communities, with an outlook on what has been learned and the challenges for the future. "Understanding

English as a Second Language, which suggests an extrapolation of reading strategies from L1 to L2; there is a positive and highly significant correlation between the field dependent and field independent cognitive style and reading comprehension in both L1 and L2, lending weight to the idea that cognitive style is an important source of individual variation and very important to reading comprehension; significant differences in cognitive style were found when considering variables such as gender and the field of students, thus emphasizing the importance of taking these factors into consideration when designing curricula and instructional strategies, particularly for teaching reading comprehension. Extensive statistical analysis with numerous charts, tables, and mathematical formulas, and five references are included. (KFT)

ED 438 734 FL 026 179

Byram, Michael; Risager, Karen
Language Teachers, Politics and Cultures.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bias; *Cultural Awareness; *Cultural Education; Educational Trends; Experiential Learning; Foreign Countries; *Language Teachers; *Politics; *Second Language Instruction; Second Language Learning; Social Change; Stereotypes; Study Abroad; Teacher Attitudes
IDENTIFIERS- *Denmark; *England; Europe

This book investigates how geopolitical changes are influencing language teaching in general and the cultural dimension in particular and discusses the pedagogical opportunities such changes offer teachers and learners. The book views foreign language teaching as having a strong political character that responds to the social and political changes of the contemporary world. This is particularly evident in the cultural dimension of language teaching through which learners are introduced to other countries and their values and beliefs. The book demonstrates the importance of these issues for all language teachers by investigating the effect of major social and political change in Denmark and England. Chapter titles include the following: "European Integration and the European Dimension: Teachers' Views"; "European Integration: Political and Educational Trends"; "The Cultural Dimension in Foreign Language Education"; "Teachers' Views on the Cultural Dimension"; "Stereotypes, Prejudices, and Tolerance"; "Learning By Experience: Contacts Abroad"; and "New Relationships between Language and Culture--the Way Forward." Four appendices containing a written survey instrument, oral interview questions, and two summaries of supplementary empirical data, as well as extensive references are included. (KFT)

ED 438 735 FL 026 182

Porter, Rosalie Pedalino, Ed.; Thomsen, Kerri Lynne, Ed.
Read Perspectives, 1996.
PUB DATE- 96
NOTE- 194p.; Published Biannually.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Educational Policy; Elementary

Employment Practices; Higher Education; *Teacher Salaries
IDENTIFIERS- *Ashland University OH; *Salary Compression

This paper evaluates the competitiveness of Ashland University (Ohio) faculty salaries and the degree of compression present in those salaries.. Based on the results of an academic year 1992-1993 evaluation of competitiveness and compression, a program was designed and implemented to increase salary levels of Ashland University faculty and at the same time reduced the degree of compression. This paper examines 1999-2000 academic year salary levels with respect to competitiveness and degree of compression six years after the original program's implementation. Two multiple regression analysis techniques were used to assess the degree of compression in the current salary structure; results indicate no salary compression in 1999-2000 faculty salaries. Average faculty salaries for the various academic ranks within the several colleges in the university system were, however, below the corresponding average salaries of comparable universities. Based on these results, a new program designed to increase the competitive levels of faculty salaries at Ashland University is being considered by the university's administration. (Contains 12 references.) (SM)

ED 438 755   HE 032 841

Bergstrom, Robert
NU Start: A Residential Learning Community.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College English; College Freshmen; Higher Education; *Library Skills; Program Effectiveness; Program Evaluation; Study Skills; *Summer Programs
IDENTIFIERS- *Learning Communities; Team Building; University of Nebraska Lincoln

This paper describes NU Start, a summer learning community program at the University of Nebraska-Lincoln for first-year students of the English department and the University Library faculty. NU Start offered 4 sections of an Introduction to Literature course, each with 13 or 14 students. In addition, all students took a one-hour, self-paced Library course. English classes met for nearly 3 hours daily for 14 days. In the afternoons, students attended study skills seminars and worked on their library course; there were two to three mandatory study hours each evening. Students lived in a campus residence hall, spent their weekends at various cultural and other events, and participated in community-building activities. In evaluating the program, coordinators found that fewer students were recruited than planned, in part because financial aid was lacking and cutoff scores were too high; no students of color enrolled. In evaluating the academic component of the program, it was found that most students were satisfied with their English class but less positive about the library course. The study skills seminars were a failure. Evaluation of the learning community component found that students bonded very quickly and were satisfied with the residence and each another. Students appreciated team- and confidence-building activities. (SM)

ED 438 756   HE 032 842

Web pages using traditional and distance instructional delivery models. Appendices include the faculty survey, outcome checklist, skill checklist, curriculum project, e-mail checklist, skill analysis for launching Internet Explorer, equipment sign out letter and form, and student skills chart. (Contains 35 references.) (Author/MES)

ED 438 775 IR 019 960

Sun, Feng; McLean, James E.
Internet Acceptable User Policies in Alabama School Systems.
PUB DATE- 99
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (MSERA) (28th, Point Clear, Alabama, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Board of Education Policy; Computer Uses in Education; Elementary Secondary Education; *Information Policy; *Internet; Questionnaires; School Districts; *School Policy; School Surveys; State Surveys; Superintendents; Users (Information)
IDENTIFIERS- *Acceptable Use Policy; Administrator Surveys; Alabama; Technology Utilization; Web Sites

The purpose of this study was to determine the current status of and need for acceptable use policies (AUPs) for students' use of the Internet in Alabama school systems. Alabama superintendents were questioned using an electronic survey that could be returned via e-mail on an anonymous Internet site. Primary questions were: (1) What is your level of concern about students' proper use of the Internet? (2) Is there really a necessity for schools to have an AUP concerning accessing the Internet? (3) What do you believe are the crucial elements of an AUP for students' use of the Internet? (4) What was the nature of the incident your system experienced related to student use of the Internet in the past years? and (5) What is the best way to make sure that students use the Internet properly in school other than having an AUP? Results suggest that there is a great need for Internet use policies in Alabama. While the students in a majority of school systems use the Internet, a minority of the systems have adequate AUPs. Appendices include the questionnaire, cover letter, a sample AUP, and a list of Internet sites about AUPs. (Contains 22 references.) (MES)

ED 438 776 IR 019 961

Marvin, Steve; Franklin, Kathy K.; Chesser, Jo Sykes; Edleston, Rob; Edwards-Schafer, Patricia; Oberste, Christy; Routen, I. J.; Satkowski-Harper, Tricia
Faculty Attitudes about the Use of Technology in the College Classroom.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (MSERA) (28th, Point Clear, Alabama, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Networks; *Computer Uses

references.) (Author/AEF)

ED 438 796 IR 019 924

Harley, Dwight; Wendel, Terry
Technical Support Planning: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 43p.; For other reports on Best Practices for Alberta School Jurisdictions, see IR 019 925-926.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Computer Uses in Education; Educational Administration; Educational Finance; Educational Planning; *Educational Practices; Educational Resources; Educational Technology; Elementary Secondary Education; Foreign Countries; School Districts; School Surveys
IDENTIFIERS- Access to Computers; *Alberta

This study presents preliminary information about how Alberta school jurisdictions are currently providing technical support to schools and administrative offices. The focus of the study is on costs, planning and management practices, and key issues. Six "case study" jurisdictions were examined in depth, and a questionnaire was used to obtain qualitative and quantitative survey data. For all other jurisdictions, a questionnaire eliciting quantitative data was distributed. Following descriptions of technical support issues and solutions in the three case study jurisdictions, overall findings are discussed in terms of planning to use technology in teaching and learning; expenditure on technology and technology services; and technical support. Needs, concerns and emerging issues related to inputs and outcomes, competition for resources, networks and Internet access, and security are then discussed. At the end of the study, best practices are briefly highlighted. Appendices include questions for jurisdictions and schools and related Alberta Education resources. (AEF)

ED 438 797 IR 019 925

Adamyk, Linda; Dach, Edna
Implementing and Managing Web Site Development in Education: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 58p.; For other reports on Best Practices for Alberta School Jurisdictions, see IR 019 924 and IR 019 926.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer System Design; Computer Uses in Education; Copyrights; Design Preferences; Educational Administration; Educational Planning; *Educational Practices; Educational Resources; Educational Technology; Elementary Secondary Education; Foreign Countries; School Districts; *World Wide Web
IDENTIFIERS- Access to Computers; *Alberta; *Web Sites

To successfully create a Web site, schools and jurisdictions must plan for the site's content, design and development and learn the principles of effective page design. This report contains technical advice on implementing and managing Web site development in schools. Following an introduction which

Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Bibliographic Utilities; Cataloging; Elementary Secondary Education; Higher Education; Information Services; Interlibrary Loans; *Online Systems; *Shared Library Resources
IDENTIFIERS- Financial Reports; *OCLC

Beginning this annual report is a letter to OCLC members from OCLC President and Chief Executive Jay Jordan. The report contains the following sections: (1) program and financial highlights; (2) the year in review, including membership events, online services, strategic alliances, Forest Press, preservation resources, research, and the OCLC Institute; (3) "Celebrating 20 Years of Library Resource Sharing," a report on an essay contest to celebrate the 20th anniversary of the OCLC Interlibrary Loan service; (4) "It's a Great Time for Libraries!" including reports on the CORC (Cooperative Online Resource Catalog) project, statewide integrated services in Florida, innovations in cataloging, promoting global librarianship, transforming resource sharing, preservation resources, the OCLC Institute, the Dewey Decimal Classification System, and OCLC/WLN (Washington Library Network); (5) WorldCat; (6) photographs/listings of Board of Trustees, Executive Committee, OCLC Users Council, and advisory committee members; (7) a directory; and (8) financial report. (MES)

ED 438 820 IR 057 645

Chen, Su, Comp.; Slavin, Suzy M., Ed.
China: A Guide to Reference Sources in English and Chinese.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English; Chinese
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; Asian History; Chinese; *Chinese Culture; Foreign Countries; Foreign Language Books; Higher Education; *Library Materials; *Reference Materials; *Research Tools; *Resource Materials
IDENTIFIERS- *China; Chinese Civilization; Chinese Literature; McGill University (Canada)

This guide to selected reference sources in the McGill University (Quebec) Library for Sinology (the study of the language, history, literature, and civilization of China) contains annotated listings for English and Chinese language materials in the following categories: (1) guides to the literature (6 references); (2) encyclopedias (3 references); (3) dictionaries, including subject dictionaries (11 references) and language dictionaries (5 references); (4) handbooks (6 references); (5) biography (10 references); (6) directories, including political directories (3 references) and cultural directories (3 references); and (7) bibliography, including current general indexes and abstracting tools (1 reference) and retrospective general tools (15 references), as well as subject tools for archaeology (2 references), economics (2 references), fine arts (3 references), history (13 references), law (4 references), general language and literature (8 references), fiction (6 references), theater (4 references), poetry (4 references), medicine (3 references), military (3 references), politics and social issues (4 references), regional studies (4 references), women (5 references), and dissertations (4 one for librarians and support staff and one for trustees--to assess current education levels for educational needs. This report presents results related to: certification for public, school, and academic-librarians; current course offerings; continuing education for librarians; redefining library education; core competencies for librarians; continuing education for trustees; and core competencies for trustees. Appendices include: task force membership; the library employee/volunteer survey; the trustee survey; list of educational opportunities; portfolio documentation form; list of state and regional associations; American Library Association competencies for young adult and children's librarians, and a bibliography of resources consulted. (MES)

ED 438 839   IR 057 666

Wong, Patty, Comp.
Harmony in Diversity: Recommendations for Effective Library Service to Asian Language Speakers.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.
PUB DATE- 98
NOTE- 193p.; Separately published 149-page "Supplemental Materials" volume, supporting the 31-page recommendations volume, has been appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Asian Americans; Chinese Americans; *Cultural Awareness; Cultural Background; Cultural Pluralism; *Ethnic Groups; Filipino Americans; Japanese Americans; Korean Americans; Library Materials; *Library Role; *Library Services; Social Characteristics; *User Needs (Information); Vietnamese People

This document, to provide for effective library service to Asian language speakers, includes information on the culture of Chinese Americans, Filipino Americans, Japanese Americans, and Vietnamese Americans. For each group, the following are described: generations, immigration and length of United States residency; family and children; language; religion/spirituality; manners, customs, etiquette, gestures and taboos; cultural ideals; social interaction and relationships; holidays and celebrations, popular reading materials; vendors and other sources of information; and the role of the library. Also included is a separate document containing recommendations for library service to Asian language speakers which focuses on: challenges/opportunities for directors and administrators; customer service; personnel and staff development; commonalities and differences of Asian cultures; communicating with Asian-language speakers; needs assessment and community analysis; access; materials and collection development; marketing and awareness; technology in libraries; services, programs; and future implications. (AEF)

ED 438 840   IR 057 667

Bates, Henry; Bolton, Mae; Cady, Steve; Francisco, Grace; Keller, Shelly G.; Arroyo-Neves, Martha; Pinnell, Francisco; Roh, Jae Min; Teval, Charles; Wong, Patricia M. Y.
Cultivating Change: Redesigning Library Services Using the Partnerships for Change Approach.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Basic Skills; Community Colleges; Comparative Analysis; Educational Diagnosis; Evaluation Methods; *General Education; *Norm Referenced Tests; Outcomes of Education; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

This report quantitatively shows the progress of students in the area of general education development at College of DuPage (Illinois). The aims of general education are to promote students' understanding and appreciation of their culture and environment; to develop a system of personal values based on accepted ethics that lead to civic and social responsibility; and to attain skills in analysis, communication, and quantification, leading to development of lifelong learning. In response to assessment challenges, and to provide a means of comparison, the college randomly selected students to take one of the six College Assessment of Academic Proficiency (CAAP) area tests. A total of 1154 tests were administered to students at the beginning and towards the end of their studies. Slightly more than half of the examinees identified themselves as female, 76 percent were enrolled full-time, and roughly half of the students indicated that their primary goal was transferring to a four year university. Compared with national community college norms, the freshmen appeared to be significantly higher in general education skills of essay writing and mathematics, but no different in writing, reading, critical thinking and science reasoning skills. DuPage sophomore students score significantly higher in mathematics and science reasoning but lower in reading than community college students nationally. Statistical tables and test models are included. (AF)

ED 438 860 JC 000 192

Nussbaum, Thomas J.
The State of the California Community Colleges, 1999.
PUB DATE- 99
NOTE- 12p.; Presented at 1999 Fall Leadership Conference, September 30, 1999. For the 1998 speech, see ED 432 324.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Access to Education; *Accountability; Basic Skills; *Community Colleges; *Educational Finance; *Educational Technology; Financial Needs; Job Skills; Partnerships in Education; Statewide Planning; *Student Financial Aid; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *California Community Colleges

This speech by Chancellor Thomas J. Nussbaum deals with the state of California Community Colleges. The document begins by noting successes in three main areas: restoring access, improving funding per student, and improving the performance of California's community colleges. Between fall 1995 and fall 1999, California's community colleges increased enrollment by over 180,000 students, and per student funding has increased by $846, bringing the per student spending cost to $4,379. Despite some welcome progress, there are many other areas that need more support. During the 1990's, the colleges were not funded for cost of living changes for 4 out of the 10 years, resulting in a neglected human resources infrastructure and neglect in the promotion of diversity. In addition, a preoccupation with means, such as funding and political control, interfered with a should be responsible for ensuring that students in classes have met prerequisites, who should have the power to waive a prerequisite, and what are acceptable grades in a prerequisite class. Colleges can assess which courses should have a prerequisite using historical data on student performance and student completion/non-completion rates. Colleges may use assessment test scores or test score ranges to determine if perquisite courses, particularly in basic skills, are needed. While one successful test score cannot be used as a prerequisite, one or more tests may be considered to assess a student's readiness for a particular course. Finally, the document addresses the implications of prerequisites for academic freedom and inquiry. (AF)

ED 438 880   JC 000 221

Meeting Students' Goals & Public Expectations. Washington State Community and Technical Colleges.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Access to Education; *Accountability; Adult Education; Basic Skills; *Community Colleges; Decision Making Skills; Distance Education; Higher Education; Income; Job Skills; Nontraditional Students; Part Time Faculty; Partnerships in Education; Program Evaluation; *Technical Institutes; Transfer Rates (College)
IDENTIFIERS- *Washington

This accountability report is the first in a series of progress reports describing how Washington's community and technical colleges have met their goals for educational programs, student achievement, and responsiveness to their communities. The strengths of the community and technical colleges are preparing a skilled workforce, providing access to affordable education, and collaborating with each other, with K-12 schools, four-year universities and the government employment sector to benefit students and taxpayers. Areas the community and technical colleges seek to improve are: (1) keeping pace with workforce training in technical areas; (2) providing students with more computer related training; (3) increasing the persistence and transfer rates of all students, especially people of color and new immigrants; and (4) increasing the salaries of the large cadre of part-time faculty. The report presents systemwide goals, and data that show the extent to which the goals are being met. These nine goals are: (1) access to affordable higher education; (2) receptiveness to customer needs; (3) workforce education and training; (4) development of basic skills; (5) diversity of students and programs; (6) use of new technologies; (7) student achievement; (8) a collaborative educational system; and (9) a first-class faculty and staff. (AF)

ED 438 881   JC 970 086

Eisenberg, Diane U., Ed.; Labib, Nadya, Ed.
In Quest of Common Ground: A Faculty Development Newsletter of the Exploring America's Communities Project, February 1996-January 1997.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 97

not have enough time to fully support children's drawing. (EV)

ED 438 899   PS 028 308

Palladino, John; Dauler-Phinney, Neil
The Special Needs of Single-Parented Students.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Higher Education; *One Parent Family; Parent Attitudes; Principals; *Special Needs Students; *Student Needs; *Teacher Education; Teacher Educators; Teacher Effectiveness
IDENTIFIERS- Single Parents

This study sought to answer the questions: (1) Is there a shared perception among colleges, schools, and parents that there are special needs affecting the learning of single-parented students? If so, what are these needs? and (2) Is there a shared perception among colleges and schools as to how well teacher training programs are meeting the needs of these students? The study was intended to provide a multidimensional picture of the current teacher training efforts in this area as well as to provide data upon which to make recommendations. Three surveys were developed, one for each of the targeted populations: college chairpersons and coordinators involved with teacher training; elementary, middle/junior high school, and high school principals; and single parents of school-age children and teens. The surveys were mailed to targeted populations on Long Island, New York. Findings showed that teacher trainers, especially in regular education, as well as single parents, believe that single-parented students have special needs that affect their learning in school, and these two populations described a variety of these specific needs. In contrast, only 50 percent of school principals responded that single-parented children have special needs that affect their learning. Use of the term "special needs" in the surveys may have influenced this finding. There appears to be a clear perception by teacher trainers and school principals that teacher training programs are not preparing prospective teachers to meet the needs of single-parented students. Also, single parents, by rating 27 percent of their children's teachers as "needing improvement" in this regard, provide additional evidence to support a recommendation for improved effort by teacher trainers. (Contains 40 references.) (EV)

ED 438 900   PS 028 309

Wan, Guofang
"Barney and Friends": An Evaluation of the Literacy Learning Environment Created by the TV Series for Children.
PUB DATE- 00
NOTE- 23p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Television; *Content Analysis; Educational Television; *Emergent Literacy; *Television Research
IDENTIFIERS- *Barney and Friends

This study involved a content analysis of 25 episodes of "Barney and Friends," a popular children's television series by the

Adult Literacy Research Network.
PUB DATE- 99
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Literacy; Adult Programs; Case Studies; Cultural Differences; Cultural Pluralism; Delivery Systems; Dropouts; *Educational Needs; Educational Practices; Educational Research; Employment Qualifications; Foreign Countries; Homeless People; Indigenous Populations; *Interpersonal Competence; Lifelong Learning; *Literacy Education; Numeracy; *Social Development; Theory Practice Relationship; Truancy; Youth Programs
IDENTIFIERS- *Australia

This document contains eight papers on social literacies across communities, cultures, and contexts in Australia. "Social Literacies" (Jean Searle) is an introduction to the other papers, which each report on small action research projects examining how particular groups of people use literacy. "Recognising Shifting Delivery Modes: Rethinking Initial Adult Literacy Assessment for Flexible Delivery" (Angela Hill and Susan Hubbard) discusses a study of good practice in initial literacy assessment. "Lifelong Learning, Not a Band AID Solution: A Critical Solution to Multiple Literacies" (Marian Horton and David Horton) discusses a project assessing the need to renew and develop an alternative curriculum module. "Examining the Accounts of Homeless People's Needs to Determine a Role for Language, Literacy, and Numeracy Training" (Geraldine Castleton, Rosemary Jewell, Letitia Whitmore, and Marya McDonald) relates the procedures and findings of a project to identify homeless people's literacy and numeracy needs. "An Investigation into the Level of Literacy Support Skills Needed by Queensland Workers in Youth Work Practice" (Dale Johnson) focuses on the skills needed by youth workers responsible for performing basic literacy assessment and referral into work practice vocational training. "Literacy and Numeracy Skills of Truants and Underage School Leavers" (Irena Morgan-Williams) shares the findings of a project that involved 15 case studies designed to identify the literacy and numeracy needs of truants and dropouts. "Stradbroke Island Literacy Project" (Christine Seabrook) and "Stradbroke Island Literacy Project: Stage 2" (Lindy Freeman and Christie F. Seabrook) report on a literacy project developed especially for members of the Aboriginal and Torres Strait Islander community. Each paper contains references. (MN)

ED 438 413 CE 079 697

Lo Bianco, Joseph
Globalisation: Frame Word for Education and Training, Human Capital and Human Development/Rights. Language Australia Research Policy and Practice Papers.
PUB DATE- 99
NOTE- 31p.; Inaugural Lecture given at the University of Melbourne, Australia, April 14, 1999.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Civil Liberties; Comparative Analysis; Cultural Differences; Cultural

need for enterprise and partnerships. Section 5 provides discussion of the outcomes of discussion groups which focused on the key issues listed in Section 3. Appendix 1 provides summaries of stimulus presentations. (YLB)

ED 438 431   CE 079 733

Piskaty, Georg; Elsik, Monika; Blumberger, Walter; Thonabauer, Claudia
Vocational Education and Training in Austria.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; College Programs; *Delivery Systems; *Education Work Relationship; Employment Programs; Foreign Countries; Government Role; *Job Training; Postsecondary Education; School Business Relationship; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Austria

This publication provides a "moment-in-time" picture of the vocational education and training (VET) system in Austria, describing the system as representing a social partnership, a system of cooperation and conflict resolution between the bodies representing employees and employers, as well as the government. The following four choices provided by the VET system are described: (1) young people can opt for various vocational training pathways, alongside upper secondary general education, which leads to university entrance; (2) higher VET schools and colleges lead simultaneously to both university entrance and an occupational qualification; (3) secondary technical and vocational schools provide basic subject-specific knowledge; and simultaneously an extension of general knowledge; and (4) apprenticeship in the framework of the dual system provides young people, through simultaneous training in a company and a vocational school, with an opportunity to combine training and work experience. The six chapters cover the following topics: (1) general information about Austria; (2) structure of the education system; (3) the vocational education and training system; (4) organization and funding; (5) qualitative aspects (including teacher training); and (6) trends and perspectives. Appendixes provide acronyms and abbreviations, addresses of related organizations, and a glossary of 29 terms. (Contains 28 references.) (KC)

ED 438 432   CE 079 734

Barnes, Anthony
Career-Related Learning in Primary Schools. Report on a NICEC/CRAC Invitational Policy Consultation (Cambridge, England, October 26-27, 1998). CRAC NICEC Conference Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England). Careers and Information Div.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British Infant Schools; Career Development; *Career Education; Career Exploration; Continuous Progress Plan; *Curriculum Development; Decision Making; Delivery Systems;

Research/Technical (143)
DESCRIPTORS- Adults; Compensation (Remuneration); *Economics; *Influences; *Labor Market; *Minimum Wage; Minimum Wage Legislation; Older Adults; *Promotion (Occupational); *Wages; Youth

An in-depth analysis was made of how quickly most people move up the wage scale from minimum wage, what factors influence their progress, and how minimum wage increases affect wage growth above the minimum. Very few workers remain at the minimum wage over the long run, according to this study of data drawn from the 1977-78 May Current Population Survey (CPS) and the 240 monthly CPS Outgoing Group Files from January 1979 to December 1998. Of the youngest, most inexperienced workers, 12 percent earn the minimum wage, but less than 1 percent earn the minimum at ages 46-55. The percentage of those earning the minimum wage also declines as workers achieve higher levels of education. The study also found that over the last 20 years, nearly two-thirds of minimum wage workers moved above the minimum wage within one year of working at the minimum wage. The median annual wage growth for minimum wage workers was 10 percent between 1977 and 1997. Labor market factors also affect wage growth; for example, higher unemployment rates are associated with lower wage growth among minimum wage workers and increases in median wages among high school graduates increases the probability of exiting minimum wage by 2 percent. The industry in which employees are employed also has some effect on rate of exiting minimum wage. Cashiers seem to be the most likely to move beyond the minimum wage. In addition, persons with more access to training tend to rise above the minimum wage more quickly. Finally, an increase in the minimum wage is accompanied by a sharp reduction in workers rising above the minimum wage, and substantial drops in wage growth are measured in the second year following a minimum wage hike. (Contains 14 references and nine tables.) (KC)

ED 438 449 CE 079 765

Grubb, W. Norton; Ryan, Paul
The Roles of Evaluation for Vocational Education and Training. Plain Talk on the Field of Dreams.
PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Education Work Relationship; Equal Opportunities (Jobs); *Evaluation Methods; Foreign Countries; *Government Role; *Job Training; Labor Market; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; Secondary Education; *Vocational Education

This book posits that "plain talk" is needed on the subject of evaluation in vocational education and training. In the first chapter, conceptual issues are discussed. Chapter 2 focuses on the reasons for, and methods of, evaluation. Chapter 3 presents and assesses the value of a broad range of evaluation techniques, including outcome measures, program effects, comparison, aggregation, cost-benefit analysis, and evaluation of program implementation. Chapters 4-7 consider the use and abuse of evaluation results in policymaking, particularly in relation to recent trends and issues in vocational education and training around the world, such as decentralization, a

DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Adult Students; Apprenticeships; Definitions; *Educational Attainment; English (Second Language); Enrichment Activities; *Enrollment Influences; Enrollment Rate; *Enrollment Trends; High School Equivalency Programs; Independent Study; Individual Development; Job Training; Lifelong Learning; National Surveys; *Participation; Postsecondary Education; Student Characteristics; Trend Analysis; Work Experience Programs
IDENTIFIERS- *National Household Education Survey

The 1999 National Household Education Survey (NHES) was a random-digit-dialed telephone survey of the civilian, noninstitutionalized population of the 50 states and District of Columbia. Respondents were asked about their participation in the following six types of adult education (AE): (1) English as a second language; (2) adult basic education, General Educational Development preparation classes, and adult high school programs; (3) formal postsecondary programs leading to a college degree, postsecondary vocational-technical diploma, or other educational certificate related to job qualifications; (4) formal apprenticeship programs; (5) other work-related courses, including work-related courses and courses for a license or certification for a job; and (6) personal development courses (for example, sport lessons, Bible study, and courses related to health or hobbies). Data from the NHES were analyzed to identify trends in participation in AE and the extent to which participation is related to educational attainment. Overall, the analysis corroborated findings from previous studies showing that, when an overall measure of participation is used, higher levels of participation are associated with higher levels of educational attainment. However, when participation was broken out into the six component types of AE, the relationship between highest level of education and participation in AE disappeared. (Contains 18 references.) (MN)

ED 438 468   CE 079 793

Ordonez, Victor; Kasaju, Prem K.; Seshadri, C.
Basic Education for Empowerment of the Poor. Report of a Regional Study on "Literacy as a Tool for Empowerment of the Poor." Asia-Pacific Programme of Education for All (APPEAL).
PUB DATE- 98
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Developing Nations; Economic Development; *Economically Disadvantaged; *Educational Needs; *Empowerment; Foreign Countries; Futures (of Society); *Literacy Education; *Outcomes of Education; Poverty; Program Development; Program Effectiveness
IDENTIFIERS- *Asia Pacific Region

This book is the outcome of a regional study on using literacy as a tool for empowering the poor, carried out by the UNESCO Asia and Pacific Programme of Education for All (APPEAL) with collaborative support of the United Nations Development Programme (UNDP). The book sketches a program for empowerment of the poor through basic education on the basis of synthesis of the rich field-level basic education experiences that have been acquired. Chapter 1 provides background information on the role of literacy in empowerment of the poor and about the causes and characteristics of poverty. The second chapter gives an overview of poverty in the Asia-Pacific region and the

IDENTIFIERS- *Europe
This document contains 23 papers on European trends in vocational education and training (VET) and the development of occupations and qualifications. The following papers are included: "Vocational Socialisation and Competence Development: The Historical Dimension" (Walter R. Heinz); "European Trends in the Development of Vocational Education and Training Systems and Provision" (Tom Leney, Andrew Green, and Alison Wolf); "Competence Development and the Environment: the Contribution to Job Creation" (Catherine Gay); "The Local and Regional Dimension: Qualifications and Skills Needs Analysis as a Basis of VET Planning" (Mario Gatti, Claudio Tagliaferro, and Maria Grazia Mereu); "Low Skills--How the Supply Is Changing across Europe" (Hilary Steedman); "Trends in Occupations and Qualifications: Upgrading Versus Bumping Down" (Lex Borghans and Andries de Grip); "The Impact of Information and Communication Technologies (ICTs) on the Development of Occupational Skills and Training Needs" (Lazaro Gonzalez); "Foreseeable Developments in Occupations and Qualifications against the Background of New Information and Communication Techniques" (Werner Dostal); "The Structuring of Vocational Qualifications in France and Germany: Institutional Coordination Systems" (Martine Mobus and Eric Verdier); "The Acquisition of Skills and Qualifications for Lifelong Learning, Trends and Challenges across Europe" (Graham Attwell, Alan Brown); "Continuing Vocational Education and Training--Initial Responses to Trends in Occupations and Qualifications" (Hartmut Seifert); "Trends in Competence Development in European Companies" (Barry Nyhan); "Skill and Competence Needs of Small and Medium-Sized Enterprises (SMEs) and for the Creation of New Companies" (John Konrad); "New Developments in Qualification Strategies for Sectoral and Regional Innovation" (Loek F.M. Nieuwenhuis); "Trends in Learning Foreign Languages within VET, the Leonardo da Vinci Programme and the Acquisition of Foreign Languages" (Sieglinde Gruber, Jean-Claude Lesnier, Bernd Ruschoff, et al.); "Surveys and Analysis Projects of the Leonardo da Vinci Programme: Quantitative and Qualitative Analysis of the 1995, 1996, and 1997 Calls for Proposals with a Special Attention to Projects on 'Anticipation of Qualifications and Competencies'" (Marc Ant and Jeff Kintzele); "Anticipation of Qualifications and Competencies--Main Outcomes of Selected Leonardo da Vinci Projects" (Burkart Sellin); "Prospects and Possibilities for European VET-Research" (Michael Kuhn and Erhard Schulte); "Strategies and Scenarios for the Development of (Continuing) VET" (Fons van Wieringen); "Aims, Working Methods and Subjects" (Stavros Stavrou); "Current Activities and Outcomes" (Burkart Sellin); "Impact of Information and Communication Technologies on Occupational Competencies and VET" (Mara Brugia); and "Learning in Microenterprises, Some Sectoral Aspects" (Tina Bertzeletou). Many papers include substantial bibliographies. (MN)

ED 438 487   CG 029 040

Harrington, Susan G.
The Factors Affecting the Career Choices of African Americans and Three Career Counseling Suggestions.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Either: The Perpetuation of the Deficit Theory in Classrooms" (Rebecca G. Powell (Eller)); "Transforming Deficit Myths about Learning, Language, and Culture" (Barbara Flores, Patricia Tefft Cousin, and Esteban Diaz); "Cultural Attitudes toward Reading: Implications for Teachers of ESL/Bilingual Readers" (Mary Lee Field and Jo Ann Aebersold); and "Literacy Learning from a Multicultural Perspective" (Jim Anderson and Lee Gunderson). Part 2 (Principles of Instruction) includes 6 articles: "Acceptance and Caring Are at the Heart of Engaging Classroom Diversity" (Lindy L. Twiss); "Seven Strategies To Support a Culturally Responsive Pedagogy" (Francesina R. Jackson); "Discourse Diversity: Principles for Authentic Talk and Literacy Instruction" (John G. Barnitz); "Educating African American Learners At Risk: Finding a Better Way" (Dorothy S. Strickland); "Helping the Nonnative English Speaker with Reading" (Christine Sutton); and "Getting Meaning from Print: Four Navajo Students" (Diane M. DuBois). Part 3 (Enhancing Reading Comprehension) includes 9 articles: "Cross-Cultural Schemata and Reading Comprehension Instruction" (Billie V. Andersson and John G. Barnitz); "Using the Experience-Text-Relationship Method with Minority Children" (Kathryn Hu-Pei Au); "Negotiating Interpretations of Text: The Role of Student-Led Discussions in Understanding Literature" (Christian P. Knoeller); "Using an Advance Organizer To Set the Schema for a Multicultural Lesson" (Sandra J. LeSourd); "Developing Disadvantaged Children's Background Knowledge Interactively" (Katherine Maria); "Improving Multicultural Awareness and Story Comprehension with Folk Tales" (Betsy H. Santino); "Using Wordless Picture Books To Teach Linguistically and Culturally Different Students" (Joannis Kelley Flatley and Adele Ducharme Rutland); "All Angles of Idiom Instruction" (Ann Baldwin May); and "Dialect Barriers to Reading Comprehension Revisited" (Kenneth S. Goodman and Catherine Buck). Part 4 (Using Writing to Develop Reading) includes 5 articles: "Literacy Scaffolds: Strategies for First- and Second-Language Readers and Writers" (Owen F. Boyle and Suzanne F. Peregoy); "Expressing Ethnic Identity through Brown-Bag Big Books" (JoAnn M. Carter and Sigrid M. Renner); "Integrating ESL Reading and Writing Through Authentic Discourse" (Martha R. Dolly); "Black History Month Resolutions: Fifth Graders Construct Their Heritage" (Timothy Shanahan, Benita Robinson, and Mary Schneider); and "Combining Visual Literacy, Text Understanding, and Writing for Culturally Diverse Students" (Richard Sinatra, Jeffrey S. Beaudry, Josephine Stahl-Gemake, and E. Francine Guastello). Part 5 (Selecting and Using Multicultural Literature) includes 8 articles: "Issues in Selecting Multicultural Children's Literature" (Junko Yokota); "Multicultural Learning through Children's Literature" (Timothy V. Rasinski and Nancy D. Padak); "Beyond Chopsticks and Dragons: Selecting Asian American Literature for Children" (Valerie Ooka Pang, Carolyn Colvin, MyLuong Tran, and Robertta H. Barba); "Teaching Multicultural Literature in the Reading Curriculum" (Donna E. Norton); "A Look at the Newbery Medal Books from a Multicultural Perspective" (Cindy S. Gillespie, Janet L. Powell, Nancy E. Clements, and Rebecca A. Swearingen); "Living 'The Legend of the Indian Paintbrush'" (Matthew J. Glover a

ED 438 587   CS 013 866

Walker, Barbara J.; Scherry, Ronald; Morrow, Lesley Mandel
Training the Reading Team: A Guide for Supervisors of a Volunteer
  Tutoring Program.
PUB DATE- 98
NOTE- 133p.

reading readiness skills for success in school; discuss characters' decisions and predicaments to promote decision-making skills; use character voices to create excitement and improve listening skills; and play word games to turn travel time into quality family time. After an introduction, chapters in the book are: Starting with the Right Attitude; Getting Comfortable with Your Voice; Breathing from Your Diaphragm; Varying Your Pitch; Slowing Down; Using Pauses Effectively; Speaking Clearly; Telling the Story with Your Face; Becoming Dramatically Involved; Using Character Voices; Using Your Falsetto; Prereading and Editing; Setting the Stage; Is That All I Need to Know?; Introducing Wordplay; Similes; Alliteration; Metaphors; The Noisy Alphabet; Nyms; Go Ghoti; Oxymorons; Spoonerisms; Rhythm and Rhyme; Reading Gymnastics for Pre-K and K; Fostering Grade-School Readers; and Dealing With the Competition. An afterword, an index to word games, a 31-item annotated list of children's magazines, and a summary of notes at the end of chapters are included. (RS)

ED 438 527   CS 013 892

Vadon, Albert M.
Gender and Cultural Differences in Attitude toward Reading in an Adult Population.
PUB DATE- 00
NOTE- 51p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Questionnaires; *Reading Attitudes; Reading Research; Sex Differences; *Sex Role

This study was conducted to examine whether adults view reading as a masculine or feminine activity, and to see the impact that variables such as gender, age, educational attainment, attitude toward reading, and reading activity have on adults' views. The sample consisted of 169 adult male and female patients from a doctor's office in Northern New Jersey. Both men and women viewed reading as a mostly feminine activity. Variables, such as gender, age, educational attainment, attitude toward reading, and reading activity, were found to influence men's and women's views of reading as mostly masculine or mostly feminine. Results also indicated that women had more positive attitudes toward reading; greater educational attainment did not result in men and women viewing reading as more gender appropriate; and both men and women of all ages were more likely to view reading as a more gender appropriate activity. Appendixes contain survey instruments and data. Contains 33 references and 6 tables of data. (RS)

ED 438 528   CS 013 893

Nord, Christine Winguist; Lennon, Jean; Liu, Baiming; Chandler, Kathryn
Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999. Statistics in Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Beginning Writing; Comparative

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Childrens Literature; High Risk Students; *Instructional Effectiveness; *Language Acquisition; Preschool Education; *Reading Readiness; Special Education; *Vocabulary Skills
IDENTIFIERS- *Phonemic Awareness; Print Awareness

This report describes a program for improving language and literacy development among young children. The targeted population consisted of public school children, ages three to five, enrolled in an early childhood special education program and an at-risk prekindergarten program. The problems of delayed language and literacy development skills were documented by parent and teacher surveys, parent reports that document literacy skills, and observations by trained professionals. Analysis of probable cause data revealed that many at-risk students display a deficit of language and literacy development related to vocabulary and phonemic awareness. The kindergarten staff has reported students are entering kindergarten unprepared in the area of reading readiness. Review of the research suggested that delays in the areas of language and literacy development if left unaddressed early in the child's life, would follow them throughout their school career and workplace. A review of solution strategies suggested by researchers in the field of education, combined with an analysis of the problem setting resulted in the development of a district wide program for improving language and literacy development. The program involved the implementation of a literature-based early childhood curriculum. Prior to the implementation of this curriculum, the children were given a phonemic awareness inventory. The curriculum was based on children's literature that was predictable, followed a familiar sequence, had repetitive patterns, and had concepts that were familiar to most early readers. Based on the chosen children's literature each child was given a pretest on the key vocabulary. After exposure the children were given a posttest to reassess their vocabulary. At the end of the school year, the children were reassessed to document any changes in their knowledge of phonemic awareness. Post intervention data indicated that the students made gains in the areas of vocabulary development and improved phonemic awareness. The children displayed increased motivation during classroom activities and a new appreciation for literature. The prekindergarten children demonstrated improved book handling skills, an awareness of rhyming words, increased participation in classroom libraries, utilization of classroom writing centers, and increased awareness of print. (Contains 43 references.) (Author/RS)

ED 438 549 CS 217 005

Olson, Lynn Olltmanns
Can Your Students Spell Millennium?
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Nebraska State Reading Association (27th, Kearney, Nebraska, February 25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

misapplication of Boyer's conception of scholarship has contributed to the mass frustration, demoralization, and disillusionment of the American professionate. It argues further that while all four types of scholarship need to be included at any given institution, any single institution needs to clarify its primary purpose, and the remaining types of scholarship should be implemented and assessed to the extent that they contribute to that primary purpose. The paper proposes a model for the small liberal arts college which demonstrates how research, integration, and service can be considered, but clearly subordinated to teaching. Finally, the paper attempts a "reality check" to determine in what direction educators are actually headed. (Contains 14 references.) (NKA)

ED 438 572 CS 510 235

Soule, Kari P.; Shih, Joy Christina
Alternative Approaches to Teaching Communication between Disabled and Ablebodied Persons.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; Comparative Analysis; Course Evaluation; Educational Objectives; Higher Education; Instructional Effectiveness; *Interpersonal Communication; *Introductory Courses; *Student Projects; *Units of Study
IDENTIFIERS- *Communication Strategies; Instructional Models

This paper reports on how two instructors implemented a unit in their introductory communications courses at a midsized Midwestern university about communication between disabled and ablebodied persons. The goals of the instructors are delineated in the paper, and the effectiveness of the unit is evaluated on several dimensions. The course material is analyzed as to what would or would not be effective when integrating this unit into future communications courses at other universities. According to the paper, both of the graduate-student instructors created this unit as a project for an upper-level communication course, Community Integration of Labeled People. In the paper, the two instructors compare their approaches to, and styles of, teaching this topic. Appendixes contain reaction questions for film clips, information for overheads, and discussion questions for an article. (Contains 23 references.) (NKA)

ED 438 573 CS 510 237

McCord, Michael A.
The Utterance as Speech Genre in Mikhail Bakhtin's Philosophy of Language.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Language Role; Rhetorical Theory; *Speech Communication
IDENTIFIERS- *Bakhtin (Mikhail); Dialogic Communication; Saussure (Ferdinand de)

the economy. It cautions, however, that technology is not an end unto itself and implores administrators to discuss with staff how technology can best be used to enhance teaching and learning. Administrators must be prepared for a significant investment of time to move technology from a part-time tool to an active tool fully integrated into the curriculum. As school leaders move beyond the issue of merely ensuring access, they must develop strategies to sustain technology in their schools while taking into account the total cost of ownership. This includes developing a school-vision statement of how technology can be utilized to achieve a school's objectives and encouraging teachers to take advantage of online professional-development networks. School leaders must also be aware of legal issues and the challenges raised by both copyright and the appropriate uses of Internet materials. Finally, educational administrators must recognize the value in seeking corporate philanthropy to offset technology costs. (Contains 19 references.) (RJM)

ED 438 594   EA 030 192

Walford, Geoffrey, Ed.
School Choice and the Quasi-market. Oxford Studies in Comparative Education. Volume 6, Number 1.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Comparative Analysis; Educational Change; Educational Policy; Educational Vouchers; Elementary Secondary Education; Foreign Countries; Free Enterprise System; Government School Relationship; International Education; *School Choice

This book examines the development of educational "quasi-markets" in nine different countries. Each chapter focuses on a particular country and explores the development of school choice over the last 5 to 10 years, assessing the research evidence on the workings of the quasi-market of schools. The chapters discuss the nature of the choice-making process, the relationship between parent/child choice and selection by schools, the connection between school-choice programs and broader government policy, the nature of resistance and contestation of policies, and the possible longer-term effects of the changes on education and schooling. The chapters are as follows: "School Choice in the Netherlands" (Sjoerd Karsten and Christine Teelken); "School Choice and Quasi-Market in Swedish Education" (Gary Miron); "School Choice and the Quasi-market in England and Wales" (Geoffrey Walford); "Market Trends in the French School System: Overt Policy, Hidden Strategies, Actual Changes" (Agnes van Zanten); "Germany: Competitive Inequality in Education Quasi-Markets" (Manfred Weiss and Brigitte Steinert); "School Choice in the United States: Progressive Individualism, Educational Deregulation, and the Public Good" (Peter W. Cookson, Jr.); "Marketisation in Australian Schooling" (Simon Marginson); and "School Choice and the Quasi-market in New Zealand: 'Tomorrow's Schools Today'" (Liz Gordon). (RJM)

ED 438 595   EA 030 193

Alexander, Robin, Ed.; Broadfoot, Patricia, Ed.; Phillips, David, Ed.
Learning from Comparing: New Directions in Comparative

Quest network members, and 26 telephone interviews and 58 surveys concerning factors affecting engagement were completed. To compare schools' levels of involvement in the network, ratings were assigned each school, indicating an assessment of the extent of its engagement. Elementary and high school data were also compared. In terms of qualitative results, administrative support--both logistical and moral--was cited most often as the factor most important to initial and sustained engagement with Quest. Also important were: the reliability of funding to support participation; the relevance of Quest to schools' current concerns, goals, and beliefs; and the schoolwide consensus for involvement in the network. Elementary schools rated more highly than high schools in the importance of time to do improvement work at their schools, the amount of time available for professional development, and the role of vision for learning as a factor in their schools' initial involvement in Quest. Six items are appended, including the Focus Group Protocol, the Quest Engagement Survey, and the Completed Evaluation Standards Checklist.(DFR)

ED 438 614   EA 030 254

Kealey, Robert J., Ed.
A Day in the Life of a Catholic Elementary/Middle School Assistant Principal.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistant Principals; *Catholic Schools; *Educational Administration; *Elementary Education; *Middle Schools; Principals; Religious Education

The role of the principal in a Catholic elementary/middle school has changed and expanded dramatically over the last decade. The role and tasks of principals in larger schools are essentially the same as the job descriptions of administrators in schools of less than 100 students. Principals in both large and small schools must complete reports, negotiate with state school districts, seek additional funding, write newsletters, attend school board and other parish meetings, visit potential donors, and take care of a host of other responsibilities. Some schools have created the position of executive secretary to the principal, others have hired business managers, but most have seen the need for another educator and use assistant principals. A strong advocate for seeking help for principals, the National Catholic Educational Association Department of Elementary Schools presents the stories of 19 assistant principals who attended the first assistant principals' academy. While there is great diversity in their stories, the common theme of a deep commitment to the ministry of education is evident.(DFR)

ED 438 615   EA 030 255

A Management Review of Commonwealth Charter Schools.
PUB DATE- 99
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Administration; *Charter Schools; Educational Administration; *Educational Assessment; Elementary

Critical Pedagogy in Deaf Education: Bilingual Methodology and Staff Development. USDLC Star Schools Project Report No. 2. Year Two, 1998-1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 154p.; For report number 1, see ED 426 508.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Sign Language; *Bilingual Education Programs; Bilingual Students; Computer Assisted Instruction; *Deafness; *Distance Education; Educational Technology; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; Language Acquisition; Postsecondary Education; *Reflective Teaching; Residential Schools; Staff Development; *Student Evaluation; Teaching Methods; Teaching Models
IDENTIFIERS- Kansas School for the Deaf; New Mexico School for the Deaf; Texas School for the Deaf

The New Mexico School for the Deaf, Santa Fe, was awarded a five-year federal grant to improve language teaching practices of teachers working with children who are deaf by using current bilingual theories and pedagogical techniques, including "engaged learning" practices and educational technology. The project developed and refined the American Sign Language (ASL)/English Bilingual Staff Development Model for practicing K-12 teachers in five state residential schools for students with deafness. This report discusses activities and outcomes of year two of the five-year project. The first section of the report discusses the theoretical framework of the ASL/English Bilingual Staff Development Model. Section 2 describes the project's activities, including a technology plan for the next three years. Sections 3 and 4 discuss significant findings of three of the residential schools' teacher reflective logs, and conclude with excerpts of teachers' comments. Section 5 examines and discusses the significant issues of the complexity of assessing language of students with deafness, and describes assessment instruments such as signing attitude and reading and writing attitude surveys. It also discusses the assessment instruments for project teachers. The last section describes the family computer loan program. Appendices include further information on the ASL/English Bilingual Staff Development Model. (Contains 45 references.) (CR)

ED 430 635 EC 307 657

Haensly, Patricia A.
Museums, Adventures, Discovery Activities: Gifted Curriculum Intrinsically Differentiated.
PUB DATE- 99
NOTE- 28p.; Paper presented at the World Council for Gifted and Talented Children (13th, Istanbul, Turkey, August 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141).Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Resources; *Curriculum Design; *Discovery Learning; Elementary Secondary Education; *Gifted; Inclusive Schools; Learning Strategies; *Museums
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This paper discusses how museums, adventure programs, and

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Classroom Techniques; *Course Content; Courses; *Disabilities; Elementary Secondary Education; Intervention; *Learning Modules; *Paraprofessional School Personnel
IDENTIFIERS- Minnesota

This training module focuses on behavior management for children with disabilities, and is part of a training series for paraprofessionals working with students who have disabilities. The module is comprised of two components, a facilitator's guide and a student guide. The facilitator's guide provides the full text of the student's edition as well as chapter goals to be accomplished by students, an outline of topics covered in each text section, materials necessary to teach each chapter (such as transparencies, handouts, and supplemental readings), discussion questions, suggested activities to be completed by students outside of class, and lists of resources (many in Minnesota). Individual chapters cover the following topics: (1) behavior and the environment; (2) creating positive learning experiences; (3) an overview of challenging behavior; (4) alternatives to challenging behaviors; and (5) using behavioral interventions with students. Appendices provide a glossary of terms and information from the Minnesota Paraprofessional Consortium. (Contains 51 references.) (DB)

ED 438 654 EC 307 676

Ness, Jean E., Comp.; Gustafson, Carrie, Ed.; Sullivan, Dick, Ed.
Transition: The Role of the Paraprofessional. Strategies for Paraprofessionals Who Support Individuals with Disabilities. Facilitator Edition and Student Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 365p.; For earlier version, see ED 398 700. For the other modules in this series, see EC 307 672-675.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; *Course Content; Courses; Daily Living Skills; *Disabilities; *Education Work Relationship; Employment; Goal Orientation; Interpersonal Communication; *Learning Modules; Leisure Education; *Paraprofessional School Personnel; Postsecondary Education; Secondary Education; *Transitional Programs
IDENTIFIERS- *Minnesota

This training module focuses on the paraprofessional's role in the transition of students with disabilities from school to the adult world. The module is comprised of two components, a facilitator's guide and a student's guide. The facilitator's guide provides the full text of the student's edition as well as chapter goals to be accomplished by students, an outline of topics covered in each text section, materials necessary to teach each chapter (such as transparencies, handouts, and supplemental readings), discussion questions, suggested activities to be completed by students outside of class, and lists of resources (many in Minnesota). Individual chapters cover the following topics: (1) transition from school to adult life; (2) interagency collaboration; (3) roles and responsibilities of paraprofessionals; (4) communication and

(141)
DESCRIPTORS- Adult Programs; Assistive Devices (for Disabled); *Compliance (Legal); *Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Federal State Relationship; *Government School Relationship; Juvenile Justice; Parent Education; *Special Education; State Departments of Education; Teacher Qualifications
IDENTIFIERS- *Florida

This document provides answers to frequently asked questions about special education services provided in Florida's public schools for children and adults with disabilities, and is based on a 1999 conference held by the Florida Department of Education and other agencies for families and individuals with disabilities. The 30 questions and answers are organized under the following categories: (1) federal/state requirements; (2) assistive technology; (3) role of the Florida Department of Education; (4) opportunity scholarships; (5) programs in the Department of Juvenile Justice facilities; (6) programs for adults with disabilities; and (7) teacher qualification. Three appendices include descriptions of Exceptional Student Education parent services, a summary of procedural safeguards for students with disabilities, and a summary of procedural safeguards for students who are gifted. (DB)

ED 438 674 EC 307 696

Lift Every Voice: Modernizing Disability Policies and Programs To Serve a Diverse Nation.
PUB DATE- 99
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Agency Cooperation; *Cultural Differences; Data Collection; *Delivery Systems; Demography; *Disabilities; Federal Programs; *Government Role; Needs Assessment; Participative Decision Making; *Policy Formation; Racial Differences
IDENTIFIERS- National Council on Disability

This report to the President and Congress addresses issues affecting people with disabilities from diverse racial and cultural backgrounds, based on a series of meetings which identified remaining barriers to full participation and developed recommendations for improving federal policies and programs. The main barriers which emerged were: (1) "having a seat at the table" (barriers to employment, public accommodations, transportation, and culturally competent service delivery); (2) "getting in the door" (barriers to citizenship); and (3) "being recognized" (barriers to accurate demographic data). The most important recommendation is that an interagency team (composed of representatives from the Departments of Education, Labor, Health and Human Services, Justice, and Housing and Urban Development, along with the Equal Employment Opportunity Commission, Small Business Administration, and Federal Communications Commission) develop and implement a large-scale outreach and training program, targeted to people with disabilities from diverse cultural backgrounds and their families, that will present a series of forums, workshops, and seminars across the country. It is also recommended that interagency teams recruit, train, and contract with people with disabilities to help develop these programs and materials, and that any potential financial barriers to participation be eliminated. The mission statement of the National Council on Disability is appended. (DB) good educational environments for their students. This paper presents findings from three syntheses of 232 studies on educational facilities and funding decisions, followed by discussions of practical solutions designed to help decision makers improve educational facilities. The research reveals that student achievement scores were higher when windows, floors, heat, roofs, locker conditions, ceilings, laboratory conditions, age of the facility, lighting, interior paint, and cosmetic conditions of the school were generally rated above standard by school staffs. Also examined are research findings on how facility conditions affected student attitudes, behaviors, and achievement. Lists of measurements of dependent variables and research summary notations for educators and architects concerning the facility/student relationship conclude the paper. (Contains 79 references.) (GR)

ED 438 695   EF 005 546

Environmental Assessment and FONSI for the Bison School District Heating Plant Project (Institutional Conservation Program ICP).
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Schools; Decision Making; *Educational Facilities Improvement; Elementary Schools; *Heating; High Schools; *Purchasing; *Rural Schools; Small Schools
IDENTIFIERS- *Boilers; *Environmental Impact

This paper examines the environmental impacts of replacing the Bison, South Dakota School District's elementary and high school heating system consisting of oil-fired boilers, and supporting electrical components with a new coal-fired boiler and supporting control system piping. Various alternative systems are also examined, including purchasing a newer, high efficiency oil-fired boiler; and using natural gas, propane, or electric heating. A description of the affected environment is provided followed by a discussion of the environmental effects of the proposed action. Environmental areas examined include air and water quality, waste management, land use, visual and recreational resources, socioeconomics, noise, safety and health, and transportation. An appendix provides various maps, letters from South Dakota environmental agencies, and data on air emissions from the school's present and proposed boilers. (GR)

ED 438 696   EF 005 565

A Guidebook to FEMA 154--Rapid Visual Screening of Buildings for Potential Seismic Hazards. A Handbook for Use in the Screening of School Buildings.
SPONS. AGENCY- Federal Emergency Management Agency, Washington, DC.
PUB DATE- 94
NOTE- 52p.; Photos do not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Earthquakes; Elementary Secondary

the Language from the Outside" is more sociolinguistic in orientation, looking at large communities more dispassionately, from a perspective other than that of an active collaborator. "Understanding From the Inside" turns to the communities' own levels of aspiration: what linguists can do to effectively ally themselves with these levels. "New Role of Information Technology" explores how small languages can take advantage of new media for self-preservation. "Taking Stock" offers an overview of the predicament, the aims, and the duties of the would-be helper, from three different points of view. (KFT)

ED 438 716   FL 026 146

Vance, Shelley J.
Language Learning Strategies: Is There a Best Way To Teach Them?
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Cognitive Style; College Students; Elementary Secondary Education; Language Research; Language Skills; Language Teachers; Learning Processes; *Learning Strategies; *Second Language Instruction; Second Language Learning; *Teaching Methods

Research on language acquisition has begun to examine how successful language learners achieve their goals. Teachers and researchers have long noticed that some language learners acquire a second (or third or fourth) language more quickly and more effectively than others. Upon examination, researchers have found that several factors are involved in this difference, such as motivation, attitude, and age. One factor in students' success is their use of learning strategies. Given that learning strategies can be taught, the focus of this paper is to examine the results of attempts to teach learning strategies to second language learners, and whether the results suggest that there is a best way to carry out learning strategy training. The discussion of teaching language learning strategies has been focused on whether learning strategy training can be separate from subject content or integrated into it, embedded, or addressed directly. Research does not suggest any clear answer on whether learning strategy teaching should be integrated into subject matter or kept separate. There are demonstrable pros and cons to each position. (Contains 12 references.) (KFT)

ED 438 717   FL 026 147

Ekbatani, Glayol; Pierson, Herbert D.
Engaging ESL Faculty in Self-Assessment.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English (Second Language); Higher Education; *Language Teachers; Measures (Individuals); *Professional Development; Questionnaires; Second Language Instruction; Second Language Learning; *Self Evaluation (Individuals); Teacher Effectiveness; *Teacher Evaluation

Secondary Education; English Only Movement; *English (Second Language); *Language Minorities; *Limited English Speaking; Politics of Education; *Program Descriptions; Second Language Instruction; Second Language Learning
IDENTIFIERS- Content Area Teaching; Dearborn Public Schools MI; Seattle Public Schools WA

The spring issue focuses on the evolution in the education of language minority students. Rosalie Pedalino Porter's article, "On the State of Bilingual Education 1990-1995: 'Forked Tongue' Continued," highlights the advances made by local school districts where students are being introduced to academic content learning in English at a younger age and where principles of effective instruction are being incorporated into models of bilingual education. Shereen Arraf's article, "The Bilingual and Compensatory Education Program of the Dearborn Schools, Michigan: A Model for Systematic Change and Integration of Services," depicts the grass roots movement in Michigan to demand and implement substantial reforms for more flexible and creative math, science, reading, and bilingual programs by pooling Title 1 and bilingual education resources. The fall issue's two articles feature two studies of central importance in the consideration of language education policy in the United States. An article by Barry Chiswick and Paul Miller, "The Languages of the United States: What Is Spoken and What It Means," analyzes the ways in which fluency in the common language of a country affects economic success. A descriptive report by Scott Baker, "Getting It Right: The Seattle School District Program for Limited-English Proficient Students," highlights a successful urban program in a school district with a very high enrollment of limited-English-proficient students. Extensive charts, tables, and empirical data are included. (Contains 72 references.) (KFT)

ED 438 736 FL 026 183

Gumperz, John J.; Cook-Gumperz, Jenny; Szymanski, Margaret H.
Collaborative Practices in Bilingual Cooperative Learning Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Case Studies; *Classroom Communication; *Classroom Techniques; *Cooperative Learning; Databases; Elementary Education; *English (Second Language); Ethnography; Grade 3; Grade 4; *Group Activities; Learning Strategies; Limited English Speaking; Second Language Instruction; Second Language Learning; Teaching Methods; Videotape Recordings

In cooperative learning environments, small groups of students work together to accomplish specific pedagogical tasks, and teachers act as facilitators. One highly significant characteristic of cooperative learning that has received little consideration so far is the shift in the participation frame that takes place when students are left alone to work on classroom tasks rather than having the teacher direct the learning process. Students are free to take their own time to work out their learning strategies, and they rely on peer group processes both to establish collaboration and guide their own learning. It is in such exchanges that learning processes can be made into observable activities. Central to the case studies

Parker, D. Randall
Teaching, Learning, and Working with International Students: A Case Study.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual meeting of the Mid-South Educational Research Association (28th, Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; Communication Skills; Consciousness Raising; Cultural Awareness; Cultural Differences; Culture Conflict; Educational Environment; Foreign Countries; *Foreign Students; Graduate Students; Higher Education; *International Educational Exchange; Student Adjustment; *Student Exchange Programs; Teaching Methods
IDENTIFIERS- *Taiwan

This case study of a program for Taiwanese students at Louisiana Tech University examined the challenges and rewards of working with international students. Data for the study came from the literature on international education, interviews with Taiwanese graduate students in the program, observations of classes, personal reflections of the researcher, and interviews with participating faculty. Challenges included coping with students' culture shock and language limitations, determining students' experiential base, and helping students adjust to the academic environment and requirements of a U.S. university. The Taiwanese students had to cope with concepts of individualism versus competition (students tended to be competitive and have difficulty engaging in collaborative learning activities), equality and informality (many found the informal academic setting unsettling and were uncomfortable asking repeated questions), different reasoning styles (students tended to be task oriented, an approach not conducive to development of critical thinking), time versus process orientation (students found techniques such as discovery learning inappropriate), and plagiarism. Rewards and advantages of the experience included the building of cross-cultural awareness and the development of greater cultural and global understanding among faculty and students. Another advantage was the improvement of communication and socialization skills of faculty and students through discourse and informal conversations. (Contains 11 references.) (SM)

ED 438 757   HE 032 843

Autrey, Kathy R.; Horton, Steve; Kher, Neelam; Halstead, Susan; Juneau, Gayle
Differences in Dropout Proneness Scores of Three Groups of College Students.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *College Mathematics; College Students; Coping; Dropout Characteristics; *Dropout Rate; Dropout Research; High Risk Students; Higher Education; Mathematics Education; *Potential Dropouts; Student Attitudes;

in Education; Content Analysis; Decision Support Systems;
*Educational Technology; Focus Groups; Higher Education;
Models; Qualitative Research; *Teacher Attitudes; Users
(Information)
IDENTIFIERS- *Technology Utilization; Theoretical Analysis

The purpose of this study was to explore faculty attitudes about the use of technology in the metropolitan university classroom. Researchers conducted four "electronic" focus group sessions with faculty at a metropolitan university via networked computers housed in a decision-support center on campus. The focus group sessions, homogeneous based on professorate rank, included a total of 29 participating faculty. A three-step content analysis procedure was used to analyze the qualitative data. First, the transcripts were manually coded and audited by a team of eight researchers. Second, a team of four researchers reduced the codes into attitude themes and patterns with a third research team, subsequently, developing the theoretical framework. The resulting theoretical framework included six constructs explaining faculty attitudes about technology in the college classroom. These constructs included the influence of technology on student success, student interaction, college pedagogy, access to information, the college classroom, and the traditional methods of instruction. Furthermore, the framework addressed faculty attitudes concerning the influence of three educational issues on technology: teacher control of the classroom; nuances of the ideal classroom; and theories of student learning. (MES)

ED 438 777   IR 019 902

Li, Jiexiu; West, Russell
An Assessment of Technology Classroom Environments in Chinese
Universities.
PUB DATE- 99
NOTE- 38p.; Paper presented at the annual meeting of the Mid-
South Educational Research Association (28th, Point Clear, AL,
November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Chinese; Computer Literacy;
*Educational Environment; Educational Needs; Educational
Technology; Foreign Countries; *Graduate Students; Graduate
Study; Higher Education; *Social Environment; *Student
Attitudes; *Teacher Attitudes; *Technology Education
IDENTIFIERS- China

Technology education has been listed as a new basic requirement in the curriculum for graduate students at universities and colleges in China for seven years. The purpose of this study is to explore Chinese graduate students' and teachers' perceptions about the technology class--what these students consider to be helpful and what they perceive to be their greatest needs. Findings are discussed according to research questions that examined whether there existed differences in perceptions of the social environment of adult technology classrooms according to age, gender, major, and prior work experience. Also examined were differences in the ideal and actual social environments of adult classrooms as perceived by the students, and differences between Chinese and American students and teachers, in their views about the social environment of adult classrooms. (Contains 40 references.) (AEF)

ED 438 778   IR 019 903

discusses functions of jurisdiction and school Web sites, the report outlines things to consider when creating a Web site, including content, design and development, and copyright and other legal responsibilities. The report then focuses on planning a Web site, effective page design, and intranets and Web servers. In addition, the report lists 34 Web site development resources, many of them on-line, 13 references, and a glossary of terms. Appendices include file naming conventions, sample lesson plans for creating a Web page using Publisher 97, HTML, and Word 97, points of interest resources, resources for teachers, and related Alberta Education resources. (AEF)

ED 438 798 IR 019 926

Haughey, Margaret; Muirhead, Bill
On-Line Learning: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 111p.; For other reports on Best Practices for Alberta School Jurisdictions, see IR 019 924-925.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education; *Educational Practices; Educational Resources; Educational Technology; Elementary Secondary Education; Foreign Countries; *Internet; *Online Systems; School Districts; World Wide Web
IDENTIFIERS- Access to Computers; Alberta; *Web Sites

The goals of this project were to describe the various on-line models and delivery formats that have emerged in Alberta and to identify common practices and current issues surrounding the provision of on-line or virtual schooling. A Steering Committee developed a conceptual framework for the study under the three main headings of "Instruction," "Content" and "Technology Infrastructure," to help delineate the essential aspects of this form of distance learning. Based on analysis of interviews with coordinators of Alberta's on-line programs and a review of relevant literature on virtual schooling initiatives in Canada and elsewhere, the committee identified four models, described common practices and discussed issues identified by the participants. Overall, Alberta's on-line programs--most of which are in the first three years of operation--have not yet taken full advantage of the capabilities of the new technologies. Recommended strategies for Alberta school jurisdictions are provided, followed by additional resources and a glossary of terms. Appendices include profiles of 19 on-line learning programs in Alberta and 8 programs outside Alberta (Canada, United States and Australia), an overview of the methodology, and a list of related Alberta Education resources. (AEF)

ED 438 799 IR 019 927

Choo, Chun Wei; Detlor, Brian; Turnbull, Don
A Behavioral Model of Information Seeking on the Web--Preliminary Results of a Study of How Managers and IT Specialists Use the Web.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society for Information Science (ASIS) (61st, Pittsburgh, PA, October 25-29, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

references). (MES)

ED 438 821 IR 057 646

Hardesty, Larry, Ed.
Books, Bytes, and Bridges: Libraries and Computer Centers in Academic Institutions.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Libraries; Case Studies; *Computer Centers; Computer Uses in Education; Cooperation; Cooperative Programs; Higher Education; *Information Centers; *Information Services; Information Technology; Models; Relationship
IDENTIFIERS- Chief Information Officers; Conceptual Frameworks; *Interdepartmental Relationship; Learning Environments

This book about the relationship between computer centers and libraries at academic institutions contains the following chapters: (1) "A History of the Rhetoric and Reality of Library and Computing Relationships" (Peggy Seiden and Michael D. Kathman); (2) "An Issue in Search of a Metaphor: Readings on the Marriageability of Libraries and Computing Centers" (Robert S. Freeman, Scott B. Mandernack, and John Mark Tucker); (3) "The Organizational and Historical Context of the Chief Information Officer's Position" (Terrence F. Mech); (4) "Merging the Library and the Computer Center: Indications and Contraindications" (Raymond K. Neff); (5) "Does the Scholarly Information Center Work? Evaluating Library-Computer Center Cooperation" (Delmus E. Williams and Onadell Bly); (6) "Evolving Relationships: The Intersecting and Nonintersecting Roles of the Small College Library and Computer Center" (Paul J. Setze and Kimberly A. Jordan); (7) "Clashing Cultures: Cohabitation of Libraries and Computing Centers in Information Abundance" (Edward D. Garten and Delmus E. Williams); (8) "Computer Center and Library Relations among Small Colleges" (Larry Hardesty); (9) "Merged and Unmerged Services: Libraries and Computing in the University of Wisconsin System" (Edward Meachen); (10) "Conceptual Foundations for Library/Computing Center Relations" (Stephen Peterson and Bernard Hecker); (11) "The Service Imperative: A Case Study for Merging Libraries and Computing Centers at Smaller Academic Institutions" (Eugene A. Engeldinger); (12) "Connecticut College: Working Outside the Dictates of the Traditional Organizational Chart" (Connie V. Dowell and Andrew W. White); (13) "Toward a Model of Integrated Computer and Library Services" (John N. Olsgaard and George D. Terry); (14) "Wake Forest University: Pioneers and Partners" (Rhoda K. Channing and Jay L. Dominick); (15) "Beneficial Collaboration: Meeting Information Delivery Needs" (Jennifer Cargill and Ronald D. Hay); (16) "Service and Instruction: A Strategic Focus" (Sue Samson, Kim Granath, and Vicki Pengelly); (17) "The Gettysburg Experience" (Robin Wagner); (18) "The Computing Center and the Library at a Teaching University: Application of Management Theories in the Restructuring of Information Technology" (Theresa C. Trawick and Jeffry T. Hart); (19) "A Partnership for Future Information Technology Support at a Community College" (Adella Blain); and (20) "Creating the New Learning Environment" (David W. Lewis and Georgia B. Miller). Contains an index.(MES)

ED 438 822 IR 057 647

Clyde, Laurel A.

SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Cooperative Programs; Guidelines; *Library Development; Library Planning; *Library Services; Program Development; Public Libraries
IDENTIFIERS- California; *Partnerships in Library Services

From 1988 to 1995, Partnerships for Change (PFC) led the way in developing innovative library service programs and forging new community partnerships. Today, many PFC principles--planning, needs assessment, valuing diversity, community linkages, public relations and evaluation--have been incorporated into how California public libraries plan for their futures. This document profiles the PFC principles, experience and evidence of success, and includes the testimonials of participants in the program. Guidelines are provided on: PFC Program background, philosophy and success; valuing diversity and cultural responsiveness; community linkages and coalition-building; community-based needs assessment; planning; incorporation/restructuring; public relations; managing change; evaluation; and successful local program elements. Appendices list PFC trainers, guest trainers and consultants and PFC libraries and participants. (AEF)

ED 438 841 IR 057 668

Library Technician Skill Standards.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 78p.; The contents of this publication were developed under the Carl D. Perkins Act.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; *Job Skills; *Library Education; Library Services; *Library Technicians; Paraprofessional Personnel; Standards; Two Year Colleges
IDENTIFIERS- Competency Lists; Competency Models

This document presents skill standards for library technicians. Introductory sections describe the industry and the job, what skill standards are, how the library technician skill standards were developed, employability skills and critical competencies, and the SCANS (Secretary's Commission on Achieving Necessary Skills) foundation skills profile. Performance indicators, technical knowledge, and employability skills for library technicians are then outlined in the following areas: (1) perform public services, including shelve materials, perform interlibrary loan services, provide reference services, circulate materials, prepare overdue notices, provide general information to patrons, maintain patron information, demonstrate use of equipment, and deal with disruptive behaviors and emergencies; (2) provide technical services, including order materials, perform receiving, process materials, catalog materials, repair print materials, repair focus on ends, namely student learning. Chancellor Nussbaum concludes with six challenges and initiatives for the system's future: (1) continue to pursue goals of access and student funding; (2) continue to pursue funding for and implementation of the Partnership for Excellence; (3) rebuild the diversity of human resources; (4) improve governance, infuse technology into the colleges, improve transfer to four-year institutions, and establish a marketing campaign--all in an effort to reach access and funding goals; (5) strengthen workforce preparation and economic development; and (6) prepare to rewrite or revise the New Basic Agenda. (AF)

ED 438 861   JC 000 194

Kirkwood Community College Self-Study.
PUB DATE- 99
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; Educational Finance; Institutional Advancement; *Institutional Evaluation; Institutional Mission; *Self Evaluation (Groups); State Colleges; Two Year Colleges
IDENTIFIERS- *Kirkwood Community College IA

This self-study, conducted as part of the Kirkwood Community College's accreditation process, begins with responses to the concerns of the 1989 North Central Association (NCA) consultant-evaluators' report (which expressed concern about the adequacy of the Kirkwood fund balance, the level of support for institutional research, and the library's capacity to keep up with enrollment growth) and to the 24 NCA General Institutional Requirements. The five central chapters of this report focus on each of the five NCA criteria for accreditation: (1) mission and purposes; (2) resources; (3) accomplishment of purposes; (4) advancement; and (5) institutional integrity. In summary, this 1999 Kirkwood Community College Self-Study has demonstrated that the college satisfies all of the General Institutional Requirements for accreditation and that it fulfills each of the five criteria for re-accreditation: (1) the college has clear and publicly stated goals and purposes; (2) the college has effectively organized human, financial, physical, and technological resources in order to accomplish its purposes; (3) the college is accomplishing its educational and other purposes; (4) the college has provided evidence that it can continue to accomplish its purposes and strengthen its educational effectiveness; and (5) it has demonstrated integrity within the organization, with students, and with external constituents. Appendices include Basic Institutional Data Forms and other resources referred to in the five chapters. (VWC)

ED 438 862   JC 000 198

Santa Barbara City College: 1999-02 College Plan.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Planning; Educational Policy; Institutional Mission; *Mission

NOTE- 34p.; For final reports of colleges participating in the Exploring America's Communities project, see ED 403 924-962 and ED 427 828. Project conducted in cooperation with the Community College Humanities Association and Phi Theta Kappa International Honor Society.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Conferences; Cultural Traits; *Curriculum Development; *Educational Improvement; History Instruction; Interdisciplinary Approach; Literature; Mentors; National Programs; *North American Culture; Two Year Colleges
IDENTIFIERS- *National Identity

The Exploring America's Communities (EAC) project, sponsored by the American Association of Community Colleges, involved 41 competitively-selected community colleges working to strengthen the teaching and learning of American history, literature, and culture on their campuses. Published as part of the project, these four newsletters describe the project and report on progress made by the participating colleges. The first newsletter, published in February 1996, describes the goals of the project, provides a list of colleges selected to participate, and describes a related teleconference. The second issue, published in June 1996, describes conferences held by EAC college teams to work with project mentors, provides brief biographies of 15 EAC mentors, and presents updates of progress made by 11 participating colleges. The third issue, from October 1996, presents "The American Identity...A Work in Progress" (David Berry), describing issues of national identity, as well as progress reports from 14 colleges. The final issue of the project, published in January 1997, describes a national conference held to determine outcomes from the EAC and to plan for continuing the initiatives, presents "Service Learning and the Humanities: Partners in the Quest for Common Ground" (Robert Franco), and presents updates from 11 colleges. (HAA)

ED 430 002   JC 970 538

Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 1997.
PUB DATE- 97
NOTE- 42p.; For 1996 issues, see ED 428 348.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Governing Councils; *Community Colleges; Distance Education; Educational Finance; *Educational Legislation; Educational Technology; *Program Proposals; Reports; Student Personnel Services; Two Year Colleges; Welfare Services
IDENTIFIERS- *Academic Senate for California Community Colleges

This document consists of all three 1997 issues of "Senate Rostrum," the Newsletter of the Academic Senate for California Community Colleges. The January 1997 issue includes a brief analysis of the Carver Model of authority delegation; Chancellor Thomas J. Nussbaum's perspective on major community college issues; a discussion on faculty primacy; a description of the Fall Plenary Session 1996 and the break out of part-time faculty into the Executive Committee; and a brief description of a video documentary concerning Proposition 209. It also outlines a strategic telecommunications master plan. The June 1997 issue examines welfare reform; problems with the Board of Governors; the proposed California Virtual University; faculty

Public Broadcasting System (PBS). The study examined the literacy elements of "Barney and Friends" through the perspectives of emergent literacy theories. The purposes of the study were: (1) to find out what opportunities for literacy learning are offered by "Barney and Friends"; and (2) to evaluate how literacy messages conveyed by the show reflect current understanding of the process of becoming literate. Four dimensions of the show were examined as part of the content analysis: physical setting, reading activities, writing activities, and listening and speaking activities. Findings showed that, in general, "Barney and Friends" provided children with rich literacy learning experiences. In particular, the show provided children many listening and speaking opportunities, such as storytelling, dramatization, and singing along to nursery rhymes. The study suggests that the show would benefit from more reading aloud, writing activities, and attention to environmental prints displayed during an episode. (Contains 13 references.) (EV)

ED 438 901   PS 028 310

Belle, Deborah
The After-School Lives of Children: Alone and with Others while Parents Work.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; Age Differences; Child Behavior; Child Rearing; Childhood Needs; *Children; Elementary Education; Elementary School Students; *Employed Parents; *Family Work Relationship; *Latchkey Children; Longitudinal Studies; Parent Child Relationship; *Parents; Resilience (Personality); Sex Differences; *Social Support Groups; Well Being
IDENTIFIERS- Adult Child Relationship; Parental Supervision

Asserting that previous studies of latchkey children had several methodological flaws, this 4-year study explored children's after-school lives, when their parents are working. Participating in the study were 53 families in which parents were employed full-time and which had at least one child in elementary school; families came from a wide range of socioeconomic/ethnic backgrounds and family structures. Data were collected by means of annual individual interviews with mothers, fathers, and children. The findings indicated that after-school needs had a substantial impact on parents' work lives. Influences on after-school arrangements included respondents' memories of childhood, children's needs, cost, and logistics. Arrangements included relatives as caregivers, paid sitters, after-school programs, and public libraries. Children's desire for spontaneity and freedom worked against after-school programs. At the study's inception, adult supervision was the norm for most children. Over the course of the study, all but 3 children had some unsupervised care, with self-care beginning at age 10 to 11. Some children slipped into unsupervised arrangements without parental knowledge. Stressful after-school challenges were more frequent when children were unsupervised than when supervised, and included loneliness, fear, temptations to relax/ignore household rules, boredom, wasting time, and finding meaning in the way the children spent their time. There was enormous variation in social supports available to children during after-school hours. It was

Pluralism; Educational Objectives; Educational Practices; Educational Research; Educational Trends; Foreign Countries; Global Approach; *Human Capital; *International Organizations; International Programs; *Literacy Education; Needs Assessment; Policy Formation; Politics of Education; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Australia; Global Economy; *Globalization

This booklet discusses some consequences of internationalization for national training systems from the standpoint of the following two broad approaches often taken by international organizations: (1) the human capital ideology, which assumes human capital is an appropriate basis for education policy; and (2) the human rights and human development ideology, which asserts that education is best conceived in humanistic terms rather than in terms of the instrumentalism espoused by human capital ideology. The booklet is divided into four parts. Part 1 considers the three main ways international organization impact on national education systems and explains why it is important for applied linguists, literacy experts, and human capital economists to engage in "professional conversation." Part 2 focuses on the following three topics: the concepts of internationalization and globalization; nations and the global economy as entities on a collision course; and the concept of the multicultural nation. Part 3 traces how the left and right wings of politics have traditionally regarded states' response to globalization and how most political entities have come to adopt a common ideology of market liberalization. Part 4 explores how human capital has become the theoretical framework that dominates thinking about education in many societies. (Contains 16 references.) (MN)

ED 438 414 CE 079 703

Kincheloe, Joe L.
How Do We Tell the Workers? The Socioeconomic Foundations of Work and Vocational Education.
PUB DATE- 99
NOTE- 450p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adjustment (to Environment); Citizenship Education; Civics; Corporations; Democracy; Economic Change; *Education Work Relationship; Educational History; Educational Needs; *Educational Objectives; *Educational Principles; Educational Quality; Educational Theories; *Educational Trends; Equal Education; Ethics; Government Role; Modernism; Needs Assessment; Political Socialization; Position Papers; Racial Bias; Racial Differences; Sex Bias; Sex Differences; Social Change; Social Systems; Socioeconomic Influences; *Socioeconomic Status; Technological Advancement; Trend Analysis; Unions; *Vocational Education; Work Environment
IDENTIFIERS- Fordism; Global Economy; Post Fordism

This book examines the socioeconomic foundations of work and vocational education (VE), and is divided into the following 6 parts and 18 chapters: (1) nature of work (a sense of purpose; modernism and the evolution of the technocratic mind; power and the development of the modernist economy; good work, bad work, and the debate over ethical labor); (2) historical dimensions of VE (the origins of VE; the progressive debate, the victory of vocationalism, and the institutionalization of schooling for work; failures and reforms in the recent history of VE); (3)

*Educational Benefits; Educational Improvement; Educational Objectives; Elementary Education; Foreign Countries; *Integrated Curriculum; Outcomes of Education; Self Actualization; Staff Development; Teacher Education; Teaching Methods
IDENTIFIERS- *United Kingdom

A total of 29 primary school head teachers, advisers, trainers, and specialists in career- and work-related learning met to discuss the role of career-related learning in primary schools in the United Kingdom. The discussion centered on the following topics: potential benefits of career-related learning in primary schools; rationale for, and good practice in, career-related learning in primary schools; and ways of supporting efforts to expand the scope and quality of career-related learning in primary schools. The discussion resulted in a framework of career-related learning outcomes in the following three areas: self-development (help children understand and develop themselves); career exploration (help children identify available career options); and career management (help children make decisions and carry out their plans). The following key issues for curriculum planning and design were identified and explored: concept of career-related learning; teaching and learning approaches; and progression in career-related learning (developing provision, training/staff development). An action agenda was developed that detailed actions for schools and local and national agencies in support of schools to take, with respect to the following aspects of developing career-related learning: enabling; informing and arousing interest; preparing; advising and supporting; implementing; and auditing and evaluating. (MN)

ED 438 433   CE 079 735

Jackson, Charles
Developing a Research Culture in Career Education and Guidance. Report on a NICEC/CRAC Invitational Policy Consultation (Cambridge, England, September 30-October 1, 1998). CRAC NICEC Conference Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Career Education; *Career Guidance; *Educational Research; Foreign Countries; *Information Dissemination; Information Networks; Linking Agents; Participatory Research; Postsecondary Education; *Research Needs; Research Utilization; Teacher Researchers; *Theory Practice Relationship
IDENTIFIERS- *United Kingdom

Thirty-four representatives of the Department for Education and Employment and other national organizations in the United Kingdom, researchers and educators in the fields of career education and guidance, and guidance practitioners from careers service companies and higher education institutions explored ways of developing a research culture in career education and guidance. The discussions focused on the following six themes: (1) understanding what research involves; (2) establishing a research culture; (3) promoting theory and research in initial and post-experience training; (4) providing incentives for careers service companies and others involved in career declining role for the state, a shift towards work-based learning, and a concern for issues of equality. Nine recommendations are made, including the following: (1) evaluation of vocational education and training (VET) programs should never lose sight of labor market outcomes but should also be concerned with the processes leading to these results; (2) a variety of evaluation methods should be used together; (3) evaluations should consider long-term as well as short-term effects; (4) equity as well as efficiency should be considered; (5) privatization of training should be approached with caution; and (6) the influence of political factors should be considered. (Contains 409 references.) (KC)

ED 438 450 CE 079 770

Kerka, Sandra
Health and Adult Literacy. Practice Application Brief No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For the previous Brief, see ED 434 215.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Communication Skills; Definitions; Educational Cooperation; Educational Needs; *Educational Practices; Health Education; *Health Materials; Health Promotion; *Integrated Curriculum; Internet; *Literacy Education; Partnerships in Education; Patient Education; Readability; Resource Materials; Skill Development; Teacher Role; World Wide Web
IDENTIFIERS- *Critical Literacy; *Participatory Literacy

The increasing emphasis on managed health care, which requires health consumers to make complex decisions, is reinforcing the importance of literacy skills. "Health literacy," which refers to the ability to engage in such activities as health-related critical thinking, problem solving, self-directed learning, and self-advocacy, is emerging as a distinct concept. Numerous studies have confirmed the connection between poor health status, poverty, and low educational attainment. Consequently, closing the health-literacy gap is a fairness and equity issue. Adult literacy educators can help close the health-literacy gap on two fronts: (1) they can collaborate with health professionals by providing training in appropriate and culturally sensitive ways [illegible] work with low-literate adult clients; and (2) they can help adult learners develop the skills to communicate assertively and confidently with their health care providers. The participatory approach to adult literacy education is particularly well suited to integrating literacy education and health promotion. An important component of participatory literacy is critical literacy. Adult educators, health educators, health care providers, and literacy learners must collaborate to increase awareness of health and literacy issues and develop appropriate materials and programs to close the health-literacy gap. (Contains 14 references.) (MN)

ED 438 451 CE 079 771

Imel, Susan
Surviving the Career Doldrums. Practice Application Brief No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

potential contribution of basic education to eradicate poverty and empower the poor. Chapter 3 discussed principles and strategies of basic education and suggests reorienting goals and objectives, program content, teaching-learning methods and materials, evaluation of learning outcomes, and training of teachers. The last chapter outlines action implications of the various general and program-specific proposals emerging from the discussion, specific actions that can be launched under key action areas, and modalities for intercountry collaborative support. (Contains 31 references.) (KC)

ED 438 469   CE 079 795

Nelson, Lin M.
Increasing Retention of Adult Learners in Telecourses through the Incorporation of Learning-Centered Instructional Strategies and the Use of Multiple Modalities for Content Delivery and Interaction.
PUB DATE- 99
NOTE- 97p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Standards; Adult Education; Adult Programs; Adult Students; Behavioral Objectives; Community Colleges; Competence; *Competency Based Education; Computer Uses in Education; Curriculum Development; Delivery Systems; *Distance Education; Educational Strategies; Educational Technology; *Health Education; Interaction; Internet; Material Development; *Multimedia Instruction; Orientation; Orientation Materials; Questionnaires; *School Holding Power; Student Centered Curriculum; Teacher Student Relationship; *Telecourses; Two Year Colleges; World Wide Web
IDENTIFIERS- *Learner Centered Instruction; Multimodal Methods

A project was undertaken to increase retention in a health education telecourse by incorporating a competency-based orientation to distance learning and learner-centered instructional strategies into the telecourse, and by using multiple media for content delivery and interaction. A general orientation to distance learning was developed that addressed seven competencies: transition to technology-mediated instruction; use of technology tools; effective communication; problem solving; collaboration; research techniques; and reflection. The telecourse was delivered via four media (cable television, print, on-campus meetings, and a course World Wide Web page), and all assignments were designed to reinforce development of the seven competencies. Student retention data and responses to participant surveys established that the new retention strategies achieved the following results: (1) withdrawal of more students earlier in the semester (following the general orientation to distance learning) and a higher retention rate for telecourse students using the Internet for course support; (2) increased student satisfaction with instructor preparedness, quality of interaction, instructor feedback, and self-responsibility for learner-centered instruction; and (3) higher collective grade-point average for the course (from 2.45 to 3.19). Appended are the following five items: original and revised telecourse readiness questionnaires; telecourse evaluation; rubric of competency standards; orientation objectives; and memorandum containing frequently asked questions. (Contains 97 references.) (MN)

ED 438 470   CE 079 797

(070),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Academic Achievement; Black Culture; *Blacks;
*Career Choice; *Career Counseling; *Counseling Techniques;
Cultural Differences; High Schools; Higher Education; Program
Development; Public Service Occupations; Social Cognition;
*Technological Literacy
IDENTIFIERS- *African Americans

This paper identifies and explores three major factors that affect the career choices of African Americans. First, the future of the American employment market is strongly based in technology, yet approximately two-thirds of the African American population reported their level of education at high school completion and lower. Second, African Americans have remained in careers (education, social work, medicine, law, government, mortuary science, and religion) that directly service their community. These "protected" careers have supported the cultural values of the Afrocentric perspective, which are vital to the maturation of African American youth. Finally, career counselors are encouraged to identify and explore their own prejudicial thinking and discriminatory behaviors as well as offer career guidance to African Americans that incorporates all aspects of the Afrocentric perspective. The identification of these factors is followed with a discussion of the implications of educational level and cultural values for career guidance programs for African Americans. The programs developed to guide African Americans must include techniques that help them advance within the American employment market while taking into consideration the needs of the culture. Counseling approaches that have been found to be effective include methods using social cognitive theory, a reality-behavioral combination theory, and the "I Have a Future" Program that was designed specifically for African American high school students (Contains 16 references.)
(OCP)

ED 438 488   CG 029 703

Keeping Score on Alcohol: Millennium Hangover.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; Drug Abuse;
Employee Assistance Programs; Federal Aid; Health Education;
*Intervention; *Prevention; *Public Health
IDENTIFIERS- Criminal Justice

This report is issued by Drug Strategies, a non-profit research institute that promotes more effective approaches to the nation's drug problems and supports private and public initiatives that reduce the demand for drugs through prevention, treatment, and law enforcement. Drug Strategies prepares "Keeping Score" annually to capture the dimensions of the nation's drug abuse problems, and to assess the impact of Federal spending to address these problems. This report is designed to help Americans understand the priorities reflected in Federal spending so that they can judge for themselves the effectiveness of Federal policies. "Keeping Score" also identifies strategies and programs that are making a difference in communities across the country. "Keeping Score 1999" is focused on America's most pervasive drug problem: alcohol. To underscore alcohol's far reaching effects on society, drinking

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Primary Education; Program Implementation; *Reading Instruction; *Reading Programs; *Tutorial Programs; *Tutoring; *Volunteer Training
IDENTIFIERS- Tutor Role; *Tutor Training; Volunteer Management; Volunteer Teaching

This book provides guidance and practical information for the organization of a volunteer tutoring program. Three sections take supervisors through each step of the program, including: publicizing, obtaining funding, establishing roles of each team member, training volunteers in effective tutoring, and assessing each student's and tutor's progress. A script-like explanation of each tutor training session is also included. Appendixes include 21 overhead and 7 handout masters for the training sessions, as well as numerous sample pre-interview surveys and letters for implementation and evaluation of the program. (EF)

ED 438 508 CS 013 867

Berghoff, Beth; Egawa, Kathryn A.; Harste, Jerome C.; Hoonan, Barry T.
Beyond Reading and Writing: Inquiry, Curriculum, and Multiple Ways of Knowing. Whole Language Umbrella Series.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cognitive Style; Elementary Education; *Language Arts; Language Experience Approach; *Literacy; Multiple Intelligences; *Student Centered Curriculum; *Theory Practice Relationship
IDENTIFIERS- *Collaborative Inquiry; Critical Pedagogy; *Meaning Construction

This book is based on the belief that learners who are making meaning draw simultaneously on different dimensions of knowing--different forms of expression, different kinds of ideas, and different cultural frameworks. When honored and recognized in the classroom these differences create a richer way to explore the path to knowledge, according to the book. By stressing that literacy develops across sign systems that can include art, music, and movement, in addition to language, the book encourages "artful" teaching and learning. It argues, in fact, that those most challenged by traditional curriculum will find with this approach the encouragement to shine. The book begins by explaining why inquiry and multiple ways of knowing should be central to literacy and learning, and shows how to build such a curriculum. It next offers theory-into-practice techniques, insight into how such a curriculum actually worked on a day-to-day basis, suggestions on how educators can better support and understand their students, and, finally, insights the authors gained by undertaking this inquiry. The curriculum approach in the book offers educators the tools necessary to help learners develop wide-ranging sensibilities that enable them to think and communicate in complex ways, to make sense of multiple perspectives, to continually revise their personal identities and theories of the world, and to positively shape their lives and communities. Two appendixes suggest creative

Analysis; #Emergent Literacy; #Family Environment; Parent Child Relationship; Parent Participation; Preschool Children; Preschool Education; Reading Aloud to Others; Reading Skills; Writing Skills

This brief report presents information on the extent to which families are engaged in literacy activities with their 3- to 5-year-olds who are not yet enrolled in kindergarten. It also presents information on signs of emerging literacy, such as whether children recognize letters, can write their own names, or read or pretend to read. The report examines changes in both home literacy activities that families engage in, and signs of children's emerging literacy between 1993 and 1999. The report then examines the association between home literacy activities and signs of emerging literacy in 1999. Data used in the report are from the 1993 and 1999 National Household Education Surveys. (Contains 14 references, 5 endnotes, and 3 tables of data.) (RS)

ED 438 529   CS 013 895

How Reading Engages Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Developmental Stages; Elementary Secondary Education; Interviews; Mathematics Instruction; Reader Text Relationship; #Reading Achievement; #Reading Instruction; #Reading Strategies; Science Instruction

This theme issue of the NCREL's (North Central Regional Educational Laboratory's) "Learning Point" focuses on how reading engages children. The cover story article is an interview (Marianne Kroeger and Stephanie Blaser) with Mary Foertsch, from NCREL, on what types of innovative strategies teachers employ to help students become engaged readers. A special pull-out section offers 7 practical reading tips to share with parents, and "Checkpoints in Reading"--a grade-specific guide to help parents better understand their children's reading development at the kindergarten, third grade, sixth grade, ninth grade, and twelfth grade levels. (RS)

ED 438 530   CS 013 898

Kuhn, Melanie R.; Stahl, Steven A.
Fluency: A Review of Developmental and Remedial Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; #Instructional Effectiveness; Literature Reviews; #Reading Improvement; #Reading Instruction; #Reading Research; Remedial Instruction
IDENTIFIERS- Assisted Reading Instruction; #Reading Fluency; Repeated Readings

This paper provides a review of the theoretical discussions and practical studies relating to fluency instruction and reading development. The basic research strategy was to survey the range of definitions for fluency, the primary features of

(150)

DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Education; *Spelling; *Spelling Instruction; Teacher Behavior

IDENTIFIERS- Direct Instruction; Spelling Patterns

Spelling is a developmental process that fits naturally within the writing process. It is supported through quality phonics instruction and phonemic awareness activities, and requires the use of multiple modalities which students say, write, and look at words while they are learning to spell. There are common myths that are associated with spelling like "people who cannot spell are ignorant," and "spelling errors should not be tolerated". Teachers should make spelling part of the whole curriculum where expectations are based on each child's development, de-emphasizing correctedness, memorization, and writing mechanics. Spelling is a constructive developmental process in which patterns of stage progression are required. Invented spelling should be encouraged and celebrated, and teachers need to respond to children's writing in a written form to help them discover more about conventional writing. Spelling should be presented in a supportive and motivational manner, showing children how correct spelling is necessary to convey a message in print. (AA)

ED 438 550 CS 217 006

Nelson, Pauline; Daubert, Todd

Starting with Shakespeare: Successfully Introducing Shakespeare to Children.

PUB DATE- 00

NOTE- 217p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Characterization; Class Activities; *Classics (Literature); *Drama; *Dramatics; Elementary Education; English Instruction; Student Motivation

IDENTIFIERS- *Shakespeare (William)

By immersing young learners in the life and times of Shakespeare and his characters, this book motivates students and helps them learn. It contains everything teachers need to introduce elementary students to four plays: "A Midsummer Night's Dream," "Macbeth," "Hamlet," and "Romeo and Juliet." For each play, there is a complete historical background, an introduction to the characters, a simple retelling of the story, a variety of activities that span the curriculum, verses for memorization, a complete script for class performance, and a list of resources. Geared to elementary grades, it can easily be adapted to the needs of older students. It begins with an introductory section that sets the stage, and it concludes with responses from parents and students about the activities in the book. (RS)

ED 438 551 CS 217 007

Cummins, Jim

BICS and CALP: Clarifying the Distinction.

PUB DATE- 99

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Bilingual Education Programs; Child Language;

This paper focuses on one of the central concepts of Mikhail Bakhtin's philosophy of language: his theory of the utterance as speech genre. Before exploring speech genres, the paper discusses Bakhtin's ideas concerning language--both language as a general system, and the use of language as particular speech communication. The paper considers Bakhtin's work as an extreme reaction against Ferdinand de Saussure's distinction between "langue" and "parole" (still popular in many language skills and rhetorical technique textbooks). It also discusses the three factors Bakhtin lists as integral in any complete and final utterance: (1) referential and semantic exhaustiveness of the theme; (2) the speaker's motivation and plan; and (3) typical or generic (culturally understood) forms of finalization. The paper concludes that although Bakhtin's theories present problems, he shows amazing insight into the uses of language and speech genres. (NKA)

ED 438 574   CS 510 238

Long, Gregory A.
The Effects of Mass Merchandising on Elementary School Age Children's Book Selection.
PUB DATE- 00
NOTE- 30p.; M.A. Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Books; Characterization; *Childrens Literature; Elementary Education; *Mass Media Effects; *Merchandising; *Reading Interests; Reading Material Selection

A survey was given to 866 students in the Westfield Public School (New Jersey) to ascertain whether or not elementary age children were strongly influenced by Corporate America in their reading selections. Respondents were in either second, third, or fourth grade. The children were asked three questions about their favorite character and favorite book. One question asked their favorite book of all-time, while another asked for the book they liked the most this year. The data was evaluated to see how many respondents picked a character or a book that has some mass merchandising linked to it. For example, are there collectible cards, games or dolls? Results indicated children are being influenced to some degree. The characters that are "hot" today did appear in the top ten vote receiving lists. The results were not as conclusive as assumed at the onset of this study. It was expected that at least seven of the top ten characters would be associated with some merchandise. Contains 21 references and 3 tables of data. The survey instrument and an alphabetical listing of favorite characters are attached. (Author/RS)

ED 438 575   CS 510 239

Riven, Christine A.; Weber, Annette M.
Improving Student Academic Achievement through Enhanced Communication Skills.
PUB DATE- 99
NOTE- 144p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Action Research; *Communication Skills; Conflict Resolution; Cooperative Learning; Emotional Development; *Instructional Effectiveness;

Educational Research. Volume 1: Contexts, Classrooms and Outcomes.
PUB DATE- 99
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Comparative Education; Educational Change; Educational Practices; *Educational Research; Elementary Secondary Education; *Outcomes of Education; *Theories; Theory Practice Relationship

This book reassesses the contributions of comparative educational research and theory to the understanding of contemporary educational problems and educators' capacity to solve them. The chapters arose from a series of seminars that examined the many changes in comparative education. The volume is divided into three parts. Part 1, "Comparative Education in the 1990s: Theory, Method, and Context," contains 6 chapters: "On Comparing" (D. Phillips); "Comparative Education in the 1990s" (P. Broadfoot); "Coping with Complexity in Comparative Methodology" (J. Schriewer); "Late Modernity and the Rules of Chaos" (R. Cowen); "Comparative and International Education at United Kingdom Universities" (M. Schweisfurth); and a "Postscript" (J. Betts and S. Wilde). Part 2, "Comparing Classrooms and Schools," also features 6 chapters: "Comparing Classrooms, and Schools" (R. Alexander); "Method and Meaning in Comparative Classroom Ethnography" (J. Tobin); "Creating a New Methodology for Comparative Educational Research" (D. Reynolds); "Culture in Pedagogy, Pedagogy across Cultures" (R. Alexander); "Interpreting Classroom Practice around the Globe" (M. Galton); and a "Postscript" (M. Schweisfurth). Part 3, "Comparing Pupil Achievement," includes 7 chapters: "Comparing Pupil Achievement" (P. Broadfoot); "Measuring the Quality of Educational Outputs" (H. Steedman); "International Comparisons of Educational Attainment and Economic Performance" (P. Robinson); "Comparative Research on Pupil Achievement" (P. Broadfoot); "Comparing Children's Learning, Attitude and Performance in French and English Primary Schools" (M. Osborn and C. Planel); a "Commentary" (D. Hawker and G. Bonnet); and a "Postscript" (P. Broadfoot). (RJM)

ED 438 506   EA 030 227

Promising Initiatives To Improve Education in Your Community: A Guide to Selected U.S. Department of Education Grant Programs and Funding Opportunities.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Educational Finance; *Educational Improvement; Elementary Secondary Education; *Grants; Program Descriptions; *School Funds
IDENTIFIERS- Department of Education

This catalog shares detailed information about selected grant initiatives, describes some exemplary grantees for each program, and highlights resources available from the U.S. Department of Education to help schools, colleges, and communities address pressing education issues. It covers grant information on class-size reduction, 21st Century Community Learning Centers, the Reading Excellence Act, the Technology Literacy Challenge Fund, safe and drug-free schools, the

Secondary Education; Operating Expenses; School Demography; State Surveys; *Summative Evaluation
IDENTIFIERS- *Massachusetts

This report focuses on the business operations of 24 charter schools in Massachusetts. The legislation authorizing the establishment of public charter-school in Massachusetts stipulated that a study of these schools' operations, practices, and activities must be conducted. The information gathered in the review came from the Massachusetts Department of Education (DOE), charter- school records, and interviews with officials of the DOE's charter-school office. To date, charter-school business operations have received little scrutiny, with the bulk of assessment being directed at educational effectiveness. The 24 schools in this review were granted charters between 1994 and 1996, and consisted of seven elementary schools, five combined elementary-middle schools, five middle schools, six high schools, and one school serving students in K-12. The report's 17 central findings highlight weaknesses that could undermine charter schools' ability to achieve their educational objectives. These are in the areas of contracting practices, internal controls, and procurement procedures. The report's recommendations are aimed at strengthening the Massachusetts charter-school initiative, increasing charter-school accountability, and protecting the public's investment in charter schools. The analysis focuses on contracts with private management contractors, conflict of interest, loans, financial management and oversight, procurement procedures, and facility leasing. Two appendices contain the DOE's response and a list of 26 resources. (RJM)

ED 438 616 EA 030 256

Fennimore, Beatrice S.
Talk Matters: Refocusing the Language of Public Schooling.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Bias; Classification; *Educational Attitudes; Elementary Secondary Education; *Equal Education; Ethics; *Language; *Language Usage; *Public Schools; School Effectiveness

This book focuses on educational language as a professional behavior that significantly affects student outcomes. "Educational language" is defined as the way in which educators discuss, describe, categorize, and verbally expect behaviors and achievements from students. The text, which is divided into eight chapters, claims that language constantly moves from description into determinism and that events and outcomes are determined through speech. Chapter 1 introduces the conceptualization of language as a critical, and potentially transformative, educational behavior. The relationship of educational language and how it relates to the challenge of democracy is developed in chapter 2. Chapter 3 offers a close examination of the relationship of language to educational institutions, with a particular focus on the mandate of public education and the persistent challenge of student classification. Ways to extend the discussion of language into the wider arena of school restructuring and reform are explored in chapter 4. The next chapter examines the historical bonds of discovery activities can become an intrinsically differentiated gifted curriculum for gifted learners. Museums and adventure programs are a forum for meaningful learning activities. The contextual characteristics of effectively designed settings for learning activities can, if the activities are constructed appropriately, become the right match or fit for any learner at any level of prior knowledge, any level of ability, and any predominance of participatory model. The last section of the paper describes a variety of examples of learning in museum settings, including the Smithsonian Early Enrichment Center and the Whatcom County Children's Museum, and a discovery learning curriculum on the history of civilization for third-graders. Adventure programs for adolescent learners are also highlighted, and include the Galveston Island Adventure, Camp Planet Earth, and the Lummi Summer Science Program. (Contains 55 references.) (CR)

ED 438 638   EC 307 088

Pickett, Anna Lou
Paraeducators: Factors That Influence Their Performance, Development, and Supervision. ERIC Digest E587.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For ERIC Digest No. E588, see ED 417 787.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Credentials; *Disabilities; Early Childhood Education; Elementary Secondary Education; English (Second Language); Inclusive Schools; *Paraprofessional School Personnel; *Performance Factors; *Policy Formation; Qualifications; Staff Development; Supervision; Teacher Role; Teamwork
IDENTIFIERS- ERIC Digests

This digest is concerned with the need to develop standards and infrastructure for improving the employment, placement, preparation, and supervision of paraeducators in inclusive general and special education classrooms, Title I, multilingual/English as a Second Language, and early childhood programs. It discusses teacher responsibilities for directing and integrating paraeducators, and the need for policies and infrastructures to strengthen teacher and paraeducator teams. A list of essential policy questions that are central to the conceptualization and implementation of a comprehensive system for professional development for paraeducators is provided. Questions address: (1) the identification of the roles of paraeducators; (2) standards for preparing paraeducators; (3) credentialing systems; (4) standards for the supervision of paraeducators; (5) the impact of federal, state, and local mandates and funding on the employment, training, and supervision of paraeducators; and (6) the current roles of different educational institutions and parents in setting standards for paraeducator utilization, development, credentialing, and supervision. The digest concludes by calling for different governmental and non-governmental organizations to form partnerships to address these policy questions, and work in concert to develop and maintain infrastructures that will ensure that both teachers and paraeducators are appropriately and effectively prepared for their roles and responsibilities. (CR) problem solving; (5) assessment and goal setting; (6) student and family involvement; (7) employment; (8) home living; (9) postsecondary education; (10) community participation; and (11) recreation and leisure. Five appendices include an Individualized Education Plan form, information from the Minnesota Paraprofessional Consortium, a summary of disability-related legislation, an outline of the personal futures planning process, and a listing of transition resources. (Contains 19 references.) (DB)

ED 438 655 EC 307 677

Fad, Kathleen McConnell; Moulton, L. Rozelle
Teaching Kids & Adults with Autism: Building the Framework for Lifetime Learning.
PUB DATE- 99
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Autism; Behavior Modification; Children; Communication Skills; Cooperation; Educational Strategies; Elementary Secondary Education; Interpersonal Communication; *Lifelong Learning; *Multisensory Learning; *Skill Development; *Teaching Methods; *Teaching Models

This teaching guide combines a multisensory approach to teaching children and adults with autism through a structured teaching model for direct instruction. Part 1, divided into three sections, discusses important links to learning: improving communication with multisensory techniques, using practical behavior management techniques to help students learn, and using a structured teaching model for direct instruction. Part 2 applies the links and explains how to teach six groups of specific skills: skills that prepare students for learning; cooperation skills; learning by imitating and matching; independent learning skills; basic communication skills; and higher-level communication skills. Each chapter has a step-by-step model for teaching the first skill, then continues with tips and guidelines for teaching the other skills in the chapter. The teaching model includes seven steps: stop; look; listen; watch me do it; let me help you; now you show me; and you got it! Part 3 provides information that goes beyond the basics. Chapter 16 focuses on ways to help students generalize their skills, and Chapter 17 asks and answers some common questions and addresses frequently encountered challenges. Appendices include references and recommended resources, reproducible forms, and picture symbols. (CR)

ED 438 656 EC 307 678

Mancuso, Ellen; Stotland, Janet F.; Rieser, Len
The Right to Special Education in Pennsylvania: A Guide for Parents. Year 2000 Edition.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.; Department of Education, Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 00
NOTE- 79p.; For an earlier version of this guide, see ED 360 806.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

ED 438 675 EC 307 697

Kupper, Lisa, Ed.; Gutierrez, Mary Kate, Ed.
Questions and Answers about IDEA. NICHCY News Digest ND21. 2nd Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 29p.; For an earlier version, see ED 370 273.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Definitions; Delivery Systems; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Federal Regulation; Individualized Education Programs
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997

This document provides answers to questions frequently asked by parents and practitioners about the mandates and requirements of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA). The 29 questions are organized into six sections: (1) background information on the IDEA (history of IDEA, and obtaining copies of IDEA and specific state laws); (2) purposes of the IDEA (meanings of such concepts as "free appropriate public education," eligibility for services, special education, and related services); (3) accessing services under IDEA (the student evaluation process); (4) the Individualized Education Program (IEP development, parent involvement, student placement); (5) procedural safeguards (the parent's rights in challenging the school district's decisions) and (6) resources (legal resources, resources available from the National Information Center for Children and Youth with Disabilities, and references). An attachment presents the full text of IDEA's definition of a "child with a disability." (DB)

ED 438 676 EC 307 698

Fiedler, Craig R.
Making a Difference: Advocacy Competencies for Special Education Professionals.
PUB DATE- 00
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Communication Skills; *Disabilities; Elementary Secondary Education; Interpersonal Communication; Knowledge Level; Personality Traits; *Skill Development; Special Education; *Special Education Teachers; *Teacher Competencies

This book provides a comprehensive examination of advocacy by special education professionals, with information from related fields integrated in order to identify essential advocacy competencies for special educators. Unique features of the book include advocacy vignettes integrated throughout the book, as well as "advocacy anecdotes" and "advocacy actions" separated

Education; *Guidelines; Public Schools; *School Safety
IDENTIFIERS- *Building Evaluation; Building Infrastructure
This companion guidebook augments the Federal Emergency Management Agency's publication entitled "FEMA 154, Rapid Visual Screening of Buildings for Potential Seismic Hazards: A Handbook." The guidebook, which provides assistance in the use of the Rapid Screening Procedure (RSP), is intended for use by public school districts with relatively large numbers of buildings (e.g., 30 or more). RSP is a process aimed at quickly and easily identifying those buildings that might pose a risk to loss of life or injury, or to severe curtailment of community services, in the event of a damaging earthquake. The guidebook offers additional explanatory and supportive information for school districts that wish to conduct a more comprehensive RSP effort than simply a "sidewalk" survey. It requires a side-by-side reading with "FEMA 154." Appendices present earthquake problems of elementary and secondary schools and modified data collection forms. (GR)

ED 438 697 EF 005 576

Environmental Assessment and (FONSI) Winnett School District Boiler Replacement Project.
PUB DATE- 93
NOTE- 44p.; Some text is not readable.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Coal; *Educational Facilities Improvement; Elementary Secondary Education; Fossil Fuels; Government School Relationship; *Oil; Public Schools
IDENTIFIERS- *Boilers; Environmental Impact Reports
An analysis is presented of the environmental impacts of replacing the Winnett School District's existing oil-fired heating system with a new coal-fired heating system with funds provided from a grant under the Institutional Conservation Program. The report first covers the background and need for action, along with the alternative actions considered. This is followed by a description of the existing environment, including the air and water quality, ecological resources, floodplains and wetlands, land use, visual and recreational resources, and historic and archaeological resources. Next, the environmental effects of the proposed action on these areas are addressed, including noise, safety and health, and transportation. Appendices include figures, and state and federal agency correspondence regarding the project. (Contains 17 references.) (GR)

ED 438 698 EF 005 656

High School Educational Specifications: Facilities Planning Standards. Edition I.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; *Guidelines; *High Schools; Public Schools; Site Development; Space Utilization; *Specifications
IDENTIFIERS- *Jefferson County School District CO
The Jefferson County School District (Colorado) has developed a manual of high school specifications for Design Advisory Groups

This paper discusses how self assessment can be used to promote faculty awareness about the effectiveness of their instructional methods and materials in a non-threatening, positive atmosphere, and thereby, promote team-building. Through the vehicle of self-evaluation, facilitated by a self-assessment questionnaire on which faculty rate their ideal and actual self correlated to 36 different aspects of pedagogy, the faculty in one English-as-a-Second-Language (ESL) department are enhancing their individual instructional methods and developing a sense of community and collegiality. The entire faculty has benefited by developing, administering, analyzing, and discussing the results of the self assessment questionnaire. The process has revealed something about teaching to all of the faculty and nurtured a sense of community and the desire to improve overall instruction. Nine references, two tables, and an appendix consisting of a five-page pilot self-assessment questionnaire (containing 36 five-point scale questions) are included. (KFT)

ED 438 718 FL 026 148

French Immersion Kindergarten: A Handbook for Parents.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; *French; *Immersion Programs; *Kindergarten; Language Minorities; *Parent Materials; Parent Participation; Parent Role; Parent School Relationship; Primary Education; Second Language Instruction; Second Language Learning; Student Needs; Student School Relationship
IDENTIFIERS- *Alberta

This handbook is intended for parents of children who will be attending French immersion kindergarten in Alberta (Canada). A question and answer format involving a fictitious teacher, parents, and child was adopted to facilitate reading and ease of use. These hypothetical questions and answers address a variety of topics, including the parents' role, children's personal needs and expected progress, details about the French immersion kindergarten program, how to prepare children for the program, an overview of what will be learned, and the partnership among parents, the school, and the community. Two appendices are included. Appendix 1 suggests questions that parents may wish to ask when registering their child. Appendix 2 offers a table detailing the differences between the programs offered to French immersion kindergarten program children and Francophone Kindergarten program children. Other resources available to parents are also listed. (KFT)

ED 438 719 FL 026 149

The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12. Western Canadian Protocol for Collaboration in Basic Education.
PUB DATE- 99
NOTE- 109p.; Developed through the cooperative efforts of the provinces of Alberta, Manitoba, Saskatchewan, The Yukon Territory, and the Northwest Territories.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

described in this report is the fact that everyday informal conversational exchanges play an essential role in group processes, where one speaker is given primary rights of speaking, but where participants must compete for the floor and cooperate in achieving shared communicative tasks. The cases presented here are drawn from the Cooperative Integrated Reading and Composition (CIRC) database, which includes approximately 200 hours of 90-minute video recordings collected through ethnographic field work in third and fourth grade bilingual classrooms over a period of 3 years. The focus is on in-depth conversational and interactional sociolinguistic analysis of selected excerpts that illustrate key learning and teaching issues that arise in cooperative learning situations in monolingual and bilingual classrooms. (Contains 27 references.) (Author/KFT)

ED 438 737   FL 026 104

Hoyle, Susan M., Ed.; Adger, Carolyn Temple, Ed.
Kids Talk: Strategic Language Use in Later Childhood. Oxford Studies in Sociolinguistics.
PUB DATE- 98
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Audiotape Recordings; *Child Language; *Cooperation; *Discourse Analysis; Discourse Modes; Elementary Secondary Education; English; High School Students; Language Processing; Language Research; Language Universals; Language Variation; Linguistic Theory; Metalinguistics; Oral Language; Peer Groups; Pragmatics; Puerto Ricans; Role Playing; Sexuality; *Sociolinguistics; Speech Acts; Standard Spoken Usage
IDENTIFIERS- Academic Language; African Americans; New York (New York); Registers (Linguistics)

Attention to the language practices of school-age children and teenagers is essential for a complete understanding of how language use can vary in the social construction of everyday activity across the life span. This book examines a wide variety of language practices using data from naturally occurring recorded talk and careful observation of interaction in peer groups, and taking into account differences in setting, age, social class, race, and gender. The contributors analyze talk at play, at school, and at work, demonstrating the growing communicative skills of young people while focusing on what young speakers themselves do with and through language. Chapter titles include the following: "Games of Stance: Conflict and Footing in Hopscotch"; "Register and Footing in Role Play"; "Accommodating Friends: Niceness, Meanness, and Discourse Norms"; "Developing Adolescent Peer Culture through Collaborative Narration"; "Multiple Codes, Multiple Identities: Puerto Rican Children in New York City"; "Bodytalk: Discourses of Sexuality among Adolescent African American Girls"; "Of Ritual Matters To Master: Structure and Improvisation in Language Development at Primary School"; "Register Shifting with Dialect Resources in Instructional Discourse"; "The Effect of Role and Footing on Students' Oral Academic Language"; "Finding Words, Finding Meanings: Collaborative Learning and Distributed Cognition"; "Speaking Standard English from Nine to Three: Language as Guerrilla Warfare at Capital High"; "Working through Language"; and "Noisy Talk: Conversation and Collaboration in a Youth Writing Group." Extensive references and an index are included. (KFT)

Student Characteristics; Student Motivation
IDENTIFIERS- Developmental Curriculum; *Northwestern State University LA

This study examined college students' proneness to dropping out, focusing on student success in developmental mathematics. The study investigated whether or not three groups of college freshmen taking developmental mathematics (completers, grade C or better; nonsuccessful completers, grade D or F; and noncompleters, grade W) were significantly different in terms of dropout proneness scores on the College Student Inventory, which was designed for incoming freshmen and included 194 items that focused on academic motivation, social motivation, general coping skills, receptivity to support services, and initial impression. The dropout proneness scale measured students' overall inclination to drop out prior to completion of a degree plan. The inventory was administered to incoming freshmen (n=402) enrolled in a development mathematics for the fall 1998 semester, either during a summer freshmen program or during fall orientation. Only students who had completed the College Student Inventory were included in the sample. Researchers collected demographic data and college course grades from the student information system. Results highlighted statistically significant differences between successful completers and nonsuccessful completers on the dropout proneness score. Nonsuccessful completers had higher dropout proneness than successful completers. There were no statistically significant differences between noncompleters and nonsuccessful completers. (Contains 24 references.) (SM)

ED 436 758 HE 032 644

Opening Fall Enrollment, 1999.
PUB DATE- 99
NOTE- 37p.; For the 1998 enrollment report, see ED 425 676.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Enrollment Rate; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Part Time Students; Private Colleges; Public Colleges; State Colleges; Tables (Data); Two Year Colleges
IDENTIFIERS- *Maryland

This report highlights the fall 1999 enrollment figures submitted by Maryland's colleges and universities. Some of the main findings are that total headcount enrollments at Maryland's colleges and universities increased for the third straight year, rising by nearly 3,000 students to 267,063. However, enrollment at Maryland campuses still have not attained the level set in 1992. Nearly all of the increase was due to a sharp jump in the number of full-time undergraduates, to a record high of 110,610. Part-time undergraduate enrollment is at its lowest level since 1980. The number of new full-time freshmen grew by 2.1 percent, to a record high of 20,580. There were sharp increases at the independent institutions and community colleges. Full-time graduate and professional enrollments had a strong year, jumping by 3.8 percent. Total headcount enrollment growth was greatest at the independent colleges and universities, where the number of students rose by 3.8 percent for the second consecutive year. Four-year public campuses experienced an increase of 1.8 percent. The number of students at community colleges fell by almost 1 percent. There were variations within higher education sectors. Women continued to outnumber men, comprising 58 percent of all

Kennedy, Robert L.; Suter, W. Newton
Research: Traditional vs. Electronic Classes.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Mid-South Educational Research Association Annual Meeting (28th, Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Mediated Communication; Conventional Instruction; Educational Technology; Electronic Mail; Graduate Study; Higher Education; Nontraditional Education; Student Research; Teaching Methods
IDENTIFIERS- Instructional Format

The purpose of the study was to compare electronic and traditional versions of a graduate-level introductory research class. Students were permitted to select the instructional delivery type they wanted, with the traditional option offered by one instructor and the electronic option offered by a second instructor. There were 71 participants in the electronic classes and 32 in the traditional classes, with a majority membership of white females enrolled in graduate education programs. Multiple choice pretests and posttests were administered to all groups. Results suggested that there was no statistically significant difference between the performance of the two groups. This suggests that the electronic option allows for comparable learning outside of the classroom. Included at the end of this document are the analysis of covariance report and course syllabus. (Contains 30 references.) (AEF)

ED 438 770   IR 019 904

Frazier, Peggy; Reed, Patty
Improving School Curriculum through Technology.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Mid-South Educational Research Association Annual Meeting (28th, Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; *Distance Education; Educational Needs; *Educational Technology; Elementary Secondary Education; Instructional Improvement
IDENTIFIERS- Technology Implementation; Technology Integration; Technology Plans

Educators and administrators have many things to consider before setting up a distance education facility at their schools. They will first need to decide what type of distance education technology will best benefit their students and schools. Administrators will need to decide if they want to use programming that is locally controlled or purchased from a national provider, as well as how much money they can afford to spend on such technologies, and whether to set up cooperative networks to offset the costs. Instructors must be trained in how to use distance education technology in order to provide effective computer-based education. This paper discusses the role of television-based and Internet-based instruction in

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Foreign Countries; *Information Scientists; *Information Seeking; Internet; Media Specialists; Models; *Online Searching; *Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- Browsing

This paper develops a new behavioral model of information seeking on the Web by combining theoretical elements from information science and organization science. The model was tested during the first phase of a study of how managers and information technology (IT) specialists use the Web to seek external information as part of their daily work. Participants answered a questionnaire and were interviewed individually in order to understand their information needs and information seeking preferences. A custom-developed tracker application was installed on their workplace computers, or their browsers were redirected through a proxy server set up by the research team. Participants' Web-use activities were then monitored continuously for two work weeks. The tracker application recorded participants' Web browser actions, while the proxy recorded HTTP requests and transfers. In a follow-up round of personal interviews, participants recalled critical incidents of using information from the Web. Data from the questionnaire, interviews, and the tracker and server log files supplied a rich database for study. Results were found to be compatible with the behavioral model proposed. Overall, the study suggests that a behavioral framework which relates motivations (strategies and modes of viewing and searching) and moves (tactics used to find and use information) may be helpful in analyzing Web-based information seeking. Findings also suggest that multiple, complementary methods of collecting qualitative and quantitative data may be used within a single study to compose a richer portrayal of how individuals seek and use Web-based information in their natural work settings. (Contains 18 references.) (Author/AEF)

ED 438 800   IR 019 928

Detlor, Brian
Facilitating Organizational Information Access in Global Network Environments: Towards a New Framework for Intranet Design.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Mediated Communication; *Computer Networks; *Computer System Design; Design Preferences; Foreign Countries; Information Networks; International Communication; Online Systems; *Organizational Communication
IDENTIFIERS- *Intranets

This paper proposes a user-centered framework for intranet design that is based on an understanding of people, their typical problems, information behaviors, and situated contexts. It is argued that by adopting such an approach, intranets can be designed which facilitate organizational information access and use. The first section of the paper provides a discussion on organizational information use and describes the potential benefits of intranets in supporting information access in global network environments. This sets the stage for the second section of the paper which argues the need for a user-driven framework for intranet design as a means of tempering current

Managing InfoTech in School Library Media Centers.
PUB DATE- 99
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Computer Uses in Education; Elementary Secondary Education; Information Management; *Information Services; *Information Technology; *Learning Resources Centers; *Library Administration; Library Planning; Periodicals; *School Libraries; Vendors
IDENTIFIERS- Technology Implementation; *Technology Utilization

The aim of this book is to provide an overview of the management and use of information technology (infotech) in school library media centers, with emphasis on the possible applications of infotech in the school library program (including its use in school library management, in information services, and in curriculum-related applications) and management of the infotech to ensure that it is used effectively to meet the goals of the school. The following chapters are included: (1) Managing Infotech in the School Library Media Center; (2) Infotech for School Library Media Center Administration; (3) Infotech for Information Access; (4) Infotech for Communication; (5) Infotech as an Educational and Recreational Medium; (6) An Infotech Plan; (7) Implementing Infotech in the School Library Media Center; and (8) Administering Infotech in the School Library Media Center. The book contains an infotech bibliography, a directory of automated library system suppliers, a list of print and online magazines, and an index. (MES)

ED 438 823 IR 057 648

Ensor, Pat, Ed.
The Cybrarian's Manual 2.
PUB DATE- 00
NOTE- 313p.; For The Cybrarian's Manual 1, see ED 405 888.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Copyrights; Human Factors Engineering; *Information Technology; *Internet; Librarians; Library Policy; Library Role; *Library Services; Multimedia Materials; Reference Services; World Wide Web
IDENTIFIERS- *Cyberspace; *Electronic Resources; Web Sites

This book examines technical, social, and management issues related to librarians and cyberspace. The following chapters and articles are included: (1) "The Cybrarian's Tool Kit," including "Internet News and Website Reviews" (M. Sylvia), "Searching the Future" (J. Powell), "Netiquette, Hoaxes, and Scams! Oh My!" (E. Dupuis), and "The New Library Demands a Closer Look at Ergonomics" (C. Schofield-Bodt); (2) "A Network of Networks of Networks--Technical Underpinnings," including "The Basics of LAN Technology" (C. Higgins), "The Basics of Nationwide Network for the Internet" (A. deChambeau), and "Internet2 and the Next Generation Internet Initiative" (S. Hardin); (3) "Nothing Is Certain but the Web and Taxes," and maintain non-print materials, maintain serials, maintain government documents collection, take inventory, maintain supplies, and preserve and/or archive materials; and (3) provide administrative support, including supervise volunteers and students, handle cash, provide clerical support, repair and maintain equipment, process invoices, compile statistics, and participate in team interviews. (MES)

ED 438 842   IR 057 669

McCabe, Gerard B.
Planning for a New Generation of Public Library Buildings. The Greenwood Library Management Collection.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Construction (Process); Design Requirements; *Facility Planning; Facility Requirements; Library Administration; Library Equipment; *Library Facilities; *Library Planning; Library Services; *Public Libraries

This book on public library design and construction contains the following chapters: (1) "Beginning the Plan"; (2) "Data for Planning"; (3) "Location: Finding a Site"; (4) "Interior Design"; (5) "Furnishing and Equipping the Library and Its Environs"; (6) "Other Views," including "Using Small College Library Planning Techniques in Public Library Facilities Planning" (James R. Kennedy) and "A Place To Call Their Own" (Rebecca M. Wenninger); (7) "The Library Building Program"; (8) "Reference Services to Special Collections"; (9) "Children's Services to Meeting Space"; and (10) "Architectural Details." Each chapter contains references. Appendices include a description of joint-use library in Australia, a management checklist, furniture and equipment options for public libraries, drawings, a safety procedures handbook, discussion of conversion or renovation of other types of buildings, and sample survey forms. Includes a selected annotated bibliography and an index. (MES)

ED 438 843   IR 057 670

Volz, Bridget Dealy; Welborn, Lynda Blackburn; Scheer, Cheryl Perkins
Junior Genreflecting: A Guide to Good Reads and Series Fiction for Children. Genreflecting Advisory Series.
PUB DATE- 00
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Education; *Fiction; *Literary Genres; Reading Interests; *Reading Material Selection; Reading Materials
IDENTIFIERS- Series Books; Web Sites

This book was written to help teachers, librarians, and anyone else working with young people find books of fiction in a particular genre that will interest their readers. The books

Statements; School Policy; State Colleges; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This document presents Santa Barbara City College's 1999-2002 College Plan. It is intended to be used as the central organizing document for decision making, planning, and budgeting throughout the College during the 1999-2002 period. This plan is the result of thoughtful and substantive dialogue involving individuals and groups throughout the College, which considered the challenges the College faces as a result of the fundamental transformations occurring in higher education, the community, the workplace, and the world. Some of the more significant challenges noted during the College's planning process include: increased student diversity in ethnicity, age, lifestyles and learning styles, preparation for college, and computer literacy; heightened demands on instructional delivery systems to meet diverse and growing student needs; increased competition in higher education; an increasingly rapid rate of technological change; availability and widespread use of instant global communication; and fundamental changes in the workplace and in the nature of employment. This document contains the following sections, each of which presents an introductory statement, followed by a list of goals and objectives: (1) the college's mission statement, (2) the college's community/outreach statement, (3) the college's student learning/achievement statement, (4) the college's governance/leadership/management statement, (5) the college's institutional support statement, (6) the college's technology statement, (7) the college's facilities statement, (8) the college's fiscal support statement, and (9) the college's human resources statement. In total, 14 goals and 40 objectives are outlined. (UWC)

ED 438 883   JC 000 199

Santa Barbara City College Faculty Manual, 1999-2001.
PUB DATE- 99
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Handbooks; State Colleges; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This faculty manual is intended to provide general information to faculty members regarding various policies of the Santa Barbara City College District. It begins with a list of the Board of Trustees, a statement from the College President, and a disclaimer. The manual is then followed by these sections: (1) Introduction to the College; (2) Governance; (3) Getting Oriented; (4) Faculty Responsibilities; (5) General Employment Responsibilities; (6) Part-Time/Adjunct Faculty; (7) Admissions and Records Information; (8) Instructional Support Services; (9) Student Services; (10) Business and Administrative Services; (11) Staff Development; (12) Faculty Evaluation; and (13) District Policies. Appended in this manual are the Academic Senate Constitution, the Academic Senate Bylaws (and College Committees), and the Academic Senate TLU Distribution. An index is also included at the end of the faculty manual. (UWC)

ED 438 884   JC 000 200

development; the Spring Plenary Session 1997; legislative and technology issues; student equity; and standards of practice for California community college counseling programs. The September 1997 issue deals with the problems associated with a proposal for performance based funding; the challenges faced by the academic senate, including welfare reform and distance learning; a critique of a report on community colleges produced by the California Citizens Commission on Higher Education; and a recap of the 1998 Summer Faculty Leadership Institute. It also discusses technology opportunities for 1997-1998. (YKM)

ED 438 003 JC 970 001

Cohen, Arthur M.; Colby, Anita
Abstract Evaluation Project. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 82
NOTE- 70p.; Occasional faint type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Abstracting; *Abstracts; Indexing; *Program Effectiveness; Program Evaluation; Writing Evaluation
IDENTIFIERS- *ERIC

This report presents results from an internal evaluation conducted between September 1981 and August 1982 of abstracts published by the Educational Resources Information Center (ERIC) system. A brief introduction describes the study methodology and reviews limitations, indicating that 526 evaluations of 340 abstracts were conducted by personnel at each of the 16 ERIC Clearinghouses. Next, results of the evaluations prepared by each Clearinghouse are presented, with Clearinghouses being identified only by a random letter of the alphabet. For each Clearinghouse, information is provided on the numbers of abstracts evaluated, evaluations completed, abstractors whose work was represented, and evaluators; overall ratings; types of abstracts represented (i.e., informative, indicative, or mixed) and analysis of their appropriateness; evaluations of abstract style, vocabulary, and content; length of the abstracts evaluated; and details on how the Clearinghouse conducted the evaluations. Next, outcomes are described for the system as a whole, indicating that 67 excellent ratings, 186 good ratings, 152 fair ratings, 91 marginal ratings, and 30 poor ratings were assigned. Common problems included inappropriate selection of abstract type and the omission of important sections of documents. Recommendations for improving abstracts are included. An interim report from an initial pilot study; revisions of the abstract evaluation form; feedback from Clearinghouses regarding the form; sample evaluations; and materials from an abstracting workshop are appended. (SCY)

ED 438 004 JC 980 032

Skolnik, Michael L.
Economic and Financial Considerations in the Development of Collaborative Baccalaureate Programs in Nursing in Ontario: An Exploratory Inquiry.
PUB DATE- 98
NOTE- 77p.; "Commissioned by the Heads of Nursing, College of Applied Arts and Technology and the Council of Ontario University Programs in Nursing."

difficult to separate the impact of after-school arrangements from the impact of life circumstances that helped create those arrangements. Girls, more often than boys, sought out social support, were satisfied with social support received, and strongly identified with parents. (Contains approximately 140 references.) (KB)

ED 428 902   PS 027 312

Eichelberger, Sally; Heller, Marcus; Kelty, Linda C.; Rivera, Matthew E.; Schliesman, Gina M.; Trojanowski, Trina M.
Improving Student Interpersonal Relationships and Academic Achievement through School Safety Interventions.
PUB DATE- 98
NOTE- 68p.; Master's Action Research Project, Saint Xavier University & IRI/SkyLight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Action Research; Change Strategies; Classroom Techniques; Discipline; *Discipline Policy; *Discipline Problems; Educational Environment; *Interpersonal Competence; Interpersonal Relationship; Intervention; *Middle School Students; Middle Schools; Program Effectiveness; *School Safety
IDENTIFIERS- *Social Skills Training

This project evaluated the effectiveness of school safety interventions to improve student interpersonal relationships and academic achievement. The targeted population consisted of middle school students in a growing, middle class community located in central southeastern Iowa. The issues of school safety were documented by means of student and teacher surveys, observations, discipline referrals, and test scores. Teachers reported a lack of student skills related to appropriate social interactions, problem solving, effective communication, and positive coping. An 18-week action plan was developed, which included a "Zero Tolerance" school-wide policy, an "FYI Discipline Referral" system, and direct instruction in social skills. The program was assessed by means of a second student survey, anecdotal records of documented discipline referrals, and a comparison with the previous year's scores on the Iowa Tests of Basic Skills. Findings indicated that the intervention did improve school climate, with incidents of bullying reduced. (Nine appendices include various program materials. Contains 24 references.) (EV)

ED 428 903   PS 027 310

Meade, Anne
Schema Learning, and Its Possible Links to Brain Development.
PUB DATE- 98
NOTE- 10p.; Paper presented at a seminar at the Children's Hospital of Michigan, Wayne State University (Detroit, MI, November 10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain; *Cognitive Development; Cognitive Processes; Cognitive Structures; Foreign Countries; *Learning Processes; Neurology; Preschool Children; Preschool Education; *Schemata (Cognition)

IDENTIFIERS- Brain Based Learning; Brain Development; New Zealand; *Play Learning; *Schema Theory; Schematic Concept Formation

Using similar research in Britain as a basis, a study in New Zealand explored schema learning in young children. The primary purpose of the study was to determine the effects of a curriculum intervention designed to increase the richness and amount of stimulation teachers and parents give 4-year-olds in response to observations of children's fascination with particular schemas. One of the key findings of the British study was that there are patterns of repeated actions in the play of children this age as they explore a particular notion, such as parallel lines. In both the British and New Zealand research, children whose teachers and parents reinforced their schema-related activities scored higher than their peers in various areas of competency. Implications for early childhood practitioners and neuroscientists include the following: (1) patterns in children's actions and behavior may indicate there is programmed development of neural pathways during certain periods in young children's growth; (2) when relevant enriching experiences are available, they facilitate increased repetition of behavior that seems to be associated with the strengthening of synapses for spatial-visual and other aspects of development; (3) representation of "thoughts of forms," such as grids, is a schema-related activity involving several senses, and therefore different parts of the brain; and (4) the strengthening of neural pathways is afforded by eclectic, playful experiences that have a focus to them, a self-organized focus on the schemas, although adults may not see such play as purposeful. (Contains 20 references.) (EV)

ED 438 904   PS 028 321

Corfield, Helena C.

Increasing the Awareness of Elementary School-Age Girls to Evidence of Gender Bias through the Use of Self-Awareness and Career-Exploration Groups.

PUB DATE- 99

NOTE- 123p.; Ed.D. Practicum II Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Career Exploration; Childhood Attitudes; *Consciousness Raising; Elementary Education; *Elementary School Students; *Females; *Sex Bias; Sex Discrimination; Sex Stereotypes; Social Attitudes

Noting that elementary school-age girls are often unaware of gender bias from multiple sources that affect the way they perceive themselves and their future career possibilities, this practicum was designed to increase third- and fifth-grade girls' awareness of evidence of gender bias. Participating in the project were six third graders and six fifth graders from one elementary school located in a middle to upper class residential area. The problem of gender bias was documented by means of observations of teacher-student interaction; student surveys about their classes and parental roles and responsibilities; and examinations of textbooks, newspapers, community recreational opportunities, and popular teen magazines. The eight-month intervention was comprised of weekly small-group meetings in which self-awareness and career-exploration activities were conducted. Gender bias was examined in five areas: bias by teachers, by parents, in textbooks, in toddlers in the context of welfare reform: (1) enhance the basic quality of child care for infants and toddlers throughout the community; (2) pay attention to nonprofessionals caring for babies; (3) build multi-disciplinary, community wide systems of care for infants and toddlers and their families, based on communities' existing resources; (4) develop programs to address the multiple needs of families with babies beyond enhancing parenting skills; (5) use TANF funding to support services for infants and toddlers in families receiving, transitioning from, or trying to avoid the need for cash assistance; and (6) create partnerships across systems and auspices. (EV)

ED 438 922   PS 028 340

Miller, Marna Geyer; Schrager, Laura
Licensed Child Care in Washington State: 1998.
PUB DATE- 00
NOTE- 105p.; For 1996 report, see ED 421 258. Prepared in conjunction with the Office of Child Care Policy, Children's Administration and the Economic Services Administration.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Compensation (Remuneration); Counties; *Day Care; *Day Care Centers; Demography; Early Childhood Education; Ethnicity; *Family Day Care; Financial Support; *State Surveys; Statistical Surveys
IDENTIFIERS- Availability (Programs and Services); Caregiver Qualifications; Child Care Costs; Child Care Needs; Day Care Licensing; Day Care Quality; *Washington

This study is one of an ongoing series of biennial surveys of all child care centers and some licensed family home providers by Washington State's Department of Social and Health Services (DSHS). A total of 1,137 child care centers and 1,527 family home providers were interviewed in spring 1998. Major findings include: (1) Over the period 1990 to 1998, the inflation-adjusted cost of care increased 22 percent in centers and 20.5 percent in homes--in the last 2 years of that period (1996 to 1998), the price of full-time family home care after adjusting for inflation climbed by 3 percent (from $396 to $406), and that of centers went up 4 percent (from $433 to $453); (2) An estimated 170,200 children in Washington State were in licensed care in spring 1998--almost 70 percent were in child care centers, and the remaining 30 percent were in licensed family homes; (3) The number of licensed family homes decreased, while the number of centers increased; (4) The number of children in licensed care increased 4 percent per year from 1996 to 1998, with preschool-age children much more likely to be in care; (5) About one-third of centers provided full-time care for infants, whereas only about a quarter of family homes did; (6) The vacancy rate in centers declined, while the rate in homes remained the same; (7) Pay for teachers averaged $7.73 per hour, and aides averaged $6.34 per hour (after adjusting for inflation, there has been no increase in average wages since 1992); (8) Since 1992, the share of family home providers with formal training in early childhood education or child development has increased from 56 percent in 1994 to 74 percent in 1998; (9) Assistants in family homes earned $6.43 per hour on average; (10) 69 percent of family homes had liability insurance in 1998, compared to 58 percent in 1996; (11) over three-quarters of licensed family homes participated in the USDA food program in 1998; (12) 18 percent of children in

Evaluation (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 478p.; For 1997 edition, see PS 028 370. Project Director was Brett Brown.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Acquired Immune Deficiency Syndrome; *Adolescents; Child Abuse; Child Health; Child Neglect; Child Support; *Child Welfare; *Children; Crime; Day Care; *Demography; Dropout Rate; Employment Patterns; Ethnic Groups; Family Income; Family Structure; Health Insurance; Housing; Immigrants; Immunization Programs; *Incidence; Infant Mortality; Limited English Speaking; Mortality Rate; Obesity; Peer Relationship; Physical Health; Poverty; Prenatal Care; Religious Factors; Sexuality; Sleep; Social Indicators; Substance Abuse; Suicide; Tables (Data); Television Viewing; Trend Analysis; Violence; Youth Problems
IDENTIFIERS- *Indicators

This is the third edition of an annual report on trends in the well-being of America's children and youth. Part 1 of the report describes national trends for over 90 indicators of child and youth well-being based on data collected by the federal government. The information provided for each indicator includes one or more tables documenting recent historical trends and important population subgroup differences, graphics to highlight key trends and group contrasts, and accompanying text that describes the importance of each indicator and highlights the most salient features of the data. The indicators are grouped into five substantive areas: (1) population, family, and neighborhood; (2) economic security; (3) health conditions and health care; (4) social development, behavioral health, and teen fertility; and (5) education and achievement. Part 2 of the report compares the well-being of immigrant children, native-born children of immigrant parents, and native-born children of native-born parents. (Contains approximately 100 references.) (KB)

ED 438 941 PS 028 375

Bell, Bill; Brett, Rachel; Marcus, Rachel; Muscroft, Sarah
Children's Rights: Reality or Rhetoric? The UN Convention on the Rights of the Child: The First Ten Years.
PUB DATE- 99
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Labor; Child Welfare; *Children; *Childrens Rights; Educational Opportunities; Foreign Countries; Juvenile Justice; Military Personnel; Pornography; Refugees; Sexual Abuse; Trend Analysis; *Youth Problems
IDENTIFIERS- Child Prostitution; Sex Exploitation; Teenage Prostitution; *United Nations Convention on Rights of the Child

The UN Convention on the Rights of the Child (CRC), unanimously adopted by the UN General Assembly in 1989, formally recognized children as bearers of rights and established an internationally accepted framework for the treatment of all children. This book examines the progress that has been made in safeguarding children's rights in the past 10 years and discusses the practical difficulties in implementing the Convention in areas where child laborers and child soldiers are common. Following an overview of the Convention, Chapter 2 of with the presence of trained staff being the most important predictor of quality. Parents, child care staff, and teachers agreed that social features and language activities were the most important aspects of early childhood education and agreed that kindergarten was appropriately more academic than child care. Preliminary calculations indicated that program integration was no more expensive than the current split provision. Based on findings, recommendations were devised for policy at the national level and for responsibilities at the local and provincial levels. (KB)

ED 438 959 PS 028 409

Torjman, Sherri
Will the "Children's Budget" Include Kids with Disabilities?
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Budgeting; *Budgets; *Children; *Disabilities; Federal Aid; Foreign Countries; Government Role; Public Policy; *Special Needs Students; Tax Allocation; *Tax Credits; *Tax Deductions
IDENTIFIERS- Availability (Programs and Services); Canada

Asserting that the "children's budget" expected from the Canadian federal government in February 2000 may fail to address the needs of children and youth with disabilities, this report argues that the federal government has a variety of avenues open for meeting these needs. The report contends that it is essential to ensure that families caring for children with disabilities receive financial assistance in recognition of their extra costs related to technical aids and equipment, specialized services, and respite care. The report further discusses ways for the federal government to invest in services, focusing on improving services to ensure that all services for children are accessible; and expanding services through the use of a national child development fund to invest federal money in provincial services. Maintaining that existing tax provisions tend to have an institutional bias toward care and are restrictive and exclusionary in their provision, the report notes several changes that can make the income tax system more responsive to the needs of families of children with disabilities, including enhancing the disability tax credit and the medical expense tax credit and introducing a new disability credit. The report notes that the children's budget should take steps to simplify and clarify existing tax provisions. (Contains 17 references.) (KB)

ED 438 960 PS 028 410

Huddleston, Rich
Children in Poverty: A Citizen's Guide. A Special Report by Arkansas Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Welfare; *Children; *Counties; Demography; Employed Parents; Low Income Groups;

VA.
PUB DATE- 00
NOTE- 251p.; For "Volume 2: Hands-On Math Projects," see RC 022 331.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Food; Foods Instruction; *Hands On Science; Microbiology; Middle Schools; *Nutrition; Nutrition Instruction; Plants (Botany); Rural Education; School Community Relationship; *Science Activities; Science Instruction; Womens Education
IDENTIFIERS- Dyes; Folk Medicine; *Food Processing; Herbal Medicine; *Herbs

This guide contains hands-on science activities to connect middle-school students to the traditional knowledge of their grandparents and elders. Because girls often lose interest in science at the middle-school level, and because women in some communities (especially in rural areas) are seldom involved in work with an obvious science basis, the activities explore common practices associated with women for generations. The guide has three sections. The first section, "Eyes on Herbs: The Science of Folk Medicine," examines traditional uses of plants for medicines and dyes. Students interview adults in the community about folk remedies, investigate common herbs and plants, research connections between traditional and modern medical treatments, and experiment with natural dyes. The second section, "Food for Thought: The Science of Nutrition", helps students understand dietary recommendations; analyze their eating habits; explore connections among food, nutrition, and culture; decode food labels; and plan for healthy eating. The third section, "The Science of Food Preservation: Crocked Cabbage, Jerked Beef, and Pickled Pigs' Feet" brings together microbiology, chemistry, physics, sociology, politics, and history through various food preservation activities. Students explore pH, osmosis, air pressure, microorganisms, heat, food additives, freezing, dehydration, and fermentation. Each section includes an introduction, cautions, community connections, benefits to learners and communities, ideas for additional projects, readings, leader background information, activity descriptions, handouts, and a 40-item bibliography. (SV)

ED 438 978 RC 022 283

Fox, Karen M., Ed.; Foti, Pamela E., Ed.; McAvoy, Leo H., Ed.; Young, Anderson B., Ed.; Ryan, Sean, Ed.; Johnson, Rebecca, Ed.; Bialeschki, M. Deborah, Ed.
Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, Indiana, January 9-11, 1998).
PUB DATE- 98
NOTE- 113p.; For selected individual papers, see RC 022 284-290.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Camping; Educational Research; Individual Development; Outcomes of Education; *Outdoor Education; Outdoor Leadership; Social Science Research

This proceedings contains 13 papers from the 1998 Research Symposium of the Coalition for Education in the Outdoors. Following a preface "Building the Research Foundations of Outdoor Education" (Karen M. Fox, Leo H. McAvoy, Anderson B. Young), the entries are: (1) "An Integrative Review of the

Education; *Federal Programs; Higher Education; *Human Services; *Organizations (Groups); *Public Agencies; Publications; *Tribes
IDENTIFIERS- *Oregon

This directory provides information on tribes, organizations, public agencies, schools, and centers offering a variety of services of interest to American Indians in Oregon. Introductory sections discuss tribal sovereignty and the federal trust relationship; define Indian ancestry and eligibility for tribal benefits; list Oregon statutes relating to American Indians, federally recognized tribes in Oregon, and American Indian population by county; outline categories of Oregon's Indian population; describe intertribal organizations; and present a 1996 executive order from the governor concerning state-tribal relations. Sections on each of four geographic regions in Oregon provide contact information and brief descriptions for tribes, federal agencies, alcohol education centers, Indian organizations, schools, youth programs, health services, programs and services for college students, legal services, rehabilitation services, educational organizations, Title IX projects, Johnson O'Malley programs, and publications by and for American Indians. Final sections list contact information for individuals in Oregon's Congressional delegation and state government, as well as for state and regional offices of federal agencies, state agencies, state publications related to American Indians, Indian commissions in other states, lists of national and regional Indian organizations, and national Indian publications. (Contains an index.) (SV)

ED 438 997   RC 022 326

Parsad, Basmat; Heaviside, Sheila; Williams, Catrina; Farris, Elizabeth
Title I Migrant Education Program Summer Term Projects, 1998. Statistical Analysis Report.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *Educational Practices; Elementary Secondary Education; Enrollment; *Migrant Education; Questionnaires; Records Management; *Student Records; *Summer Programs; *Supplementary Education; Tables (Data); Technical Assistance
IDENTIFIERS- *ESEA Title I Migrant Programs; *Program Characteristics

Summer-term projects are an important component of the federal Migrant Education Program (MEP), legislated under Title I of the Elementary and Secondary Education Act. In 1998, a nationally representative survey of MEP summer projects examined project characteristics, types of instructional and support services offered, and the projects' student records systems. About 1,700 MEP summer-term projects operated for an average of 6 weeks in 1998, serving about 262,000 migrant students. The majority of projects enrolled less than 100 students, served students of all ages, and were located in rural areas. About a third of projects and half of the students served were located in California or Texas. States provided various types of technical assistance to the projects. Almost all projects provided reading instruction; over two-thirds been carried out. Data were collected through the use of a questionnaire and subjected to quantitative analyses. For the sample used, the co-educational environment may lead to a degree of affective impairment for girls, particularly with regard to confidence. Additionally, the more positive affective profiles of the single-sex educated girls should become the reference point for further analysis, thus annulling the view that girls are somehow deficient. The classroom situation cannot be seen in isolation; instead, investigations pertaining to mathematics and gender should account for gender-specific norms and values that are reinforced and promoted by elements contained within the wider socio-political domain. (Contains 118 references.) (Author/ASK)

ED 439 016 SE 063 244

Huggins, Ben; Maiste, Tim
Communication in Mathematics.
PUB DATE- 99
NOTE- 86p.; Master's Action Research Project, St. Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Cooperative Learning; Elementary Education; Grade 3; Grade 4; Journal Writing; *Mathematics Instruction; *Problem Solving; Vocabulary Development
IDENTIFIERS- *Mathematical Communication

This report describes a program for improving students' oral and written communication in mathematics. The target population consisted of third and fourth grade classes in a suburban, middle class community located in a large Midwestern state. The current lack of communication was demonstrated by the results of class surveys, student interviews, and teacher made tests. Analysis of national probable cause data indicated that communication in mathematics, with the exception of signs and symbols, has been clearly neglected. Discussion with faculty revealed that there is also widespread concern on the local level. Student surveys showed that students have not been given many experiences in oral and written communication in mathematics. Review of current curricular focus in the area of mathematics shows that communication is emphasized much less than computation. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection and implementation of several intervention strategies. These strategies included the use of student math journals, cooperative groups, real life problem solving, and an increased emphasis on mathematical vocabulary. Post intervention data indicated an increase in the students' oral and written mathematical communication skills. Both the third and the fourth grade classes involved showed some improvement in their abilities to communicate mathematically. While the success of the third grade class was limited to more lower level communication skills, such as explaining what their answer is, the fourth grade class improved in all areas. This includes some of the higher-level communication skills, such as explaining how they got their answers and why they solved a problem the way they did. These improvements are documented and analyzed in this report. (Contains 39 references.) (Author/ASK)

ED 439 017 SE 063 245

Distribution." (Contains 4 figures, 5 tables of data, 8 cited references, 3 other references, discussion questions, and more figures, labeled A-F). (BT)

ED 439 039 SO 030 777

Kanter, Leona
Forgetting To Remember: Presenting the Holocaust in American College Social Science and History Textbooks. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 59p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Higher Education; *History Textbooks; Introductory Courses; *Nazism; *Political Science; Social Sciences; *Sociology; Textbook Evaluation; Textbook Research; United States History; World History; *World War II
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Holocaust

A study followed up and elaborated upon the college textbook section of Glenn S. Pate's (1987) study of "The Holocaust in American Textbooks." After surveying elementary, high school, and some college textbooks to determine both the extent and the nature of their Holocaust coverage, Pate concluded that across the educational spectrum most U.S. textbooks were "woefully inadequate." Combining the quantitative and qualitative instruments of the earlier study to examine the representation of the Holocaust in current college survey texts in social science and history, the present study found that the average college student could complete a variety of "survey" courses in history and social science without seriously confronting the Holocaust. Appendixes list the textbooks examined (sociology, political science, U.S. history, and world history) and provide an analysis of the survey questionnaire. (Contains 4 tables of data and 50 references.) (Author/BT)

ED 439 040 SO 030 778

Levine, Michael
Hungary and Poland: The Transformation from a Command to a Market Economy, 1989-1998. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 17p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communism; *Economic Development; Economic Research; Field Studies; Foreign Countries; *Social Problems
IDENTIFIERS- European Community; Fulbright Hays Seminars Abroad Program; *Hungary; *Poland; Private Enterprise Market System; Socialist Countries

This paper examines the economic changes that have taken place in recent years in two central European countries, Hungary and Poland. Findings in the paper are based on materials gathered during the summer of 1998 on a Fulbright-Hays seminar visit to Hungary and Poland and from talks with officials and professors

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; *Curriculum Enrichment; Elementary Education; Foreign Countries; Global Education; *Social Studies
IDENTIFIERS- *Germany

Developed to help young people prepare for 21st-century challenges, this book is part of a project to produce a series of instructional units about German for implementation in K-12 classrooms and to offer staff development activities that facilitate the implementation of these units. This volume's main focus is Germany and social studies, but it comfortably integrates language arts, foreign language, mathematics, science, and the arts to promote its educational goals in the elementary grades via multidisciplinary activities. Teaching activities in the book are intended to be teacher-friendly and to make planning easy; they aim at integrating global studies into the existing curriculum, and at serving as a vehicle for addressing current issues, such as the integration of Europe, radicalism, and pollution. The following units are included: (1) First Day of School in Germany; (2) A Family Study; (3) How Did We Get Here? Community Origins; (4) Cultural Patterns; (5) Letter Exchanges; (6) The Bremen Town Musicians (Bremer Stadtmusikanten); (7) Strike the Pan (Topfschlagen); (8) Music, Music, Music; (9) A Bit of This and a Bit of That (Ein Bifschen Dies und Ein Bifschen Das); (10) December Celebrations; (11) Community Sayings; (12) Geography and Cultural Diversity; and (13) Suleiman the Elephant. Contains an 84-item bibliography of books and articles and an extensive list of useful addresses. (BT)

ED 439 062 SO 031 443

Latin America in a Contemporary Context. Grade Level: 9-12.
PUB DATE- 98
NOTE- 22p.; "This text originally appeared in 'Issues in Global Education,' (NY: The American Forum for Global Education, Issue #145, 1998)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Developing Nations; Foreign Countries; *Futures (of Society); High Schools; *Latin Americans; *Political Issues; *Social Problems; Social Studies
IDENTIFIERS- Central America; *Latin America; Mexico; South America

Latin America's rapid change in recent years has prompted the American Forum for Global Education to take a closer look at this important and dynamic region. This booklet summarizes how Latin America should be viewed in today's global world and highlights strategies for teaching these ideas. The booklet consists of the following four sections. The first section, "Latin America at Century's End: From Grassroots to Globalization" (Christopher Mitchell), is an overview of the political and social realities of the South American continent. The second section, "Teaching Latin America's Past: Maya Culture, The Art of Storytelling" (John Beirhos, Ed.), offers stories and fables from the Mayan culture. The next section, "Teaching Latin America's Present Using Personal Narratives", presents personal narratives translated from Spanish and Portuguese. Both these sections provide lesson plans and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Educational Finance; Modernization; *Social Sciences; *Standards
IDENTIFIERS- Conflict Theory; Globalization; *Theoretical Orientation

Scholars in the field of comparative education offer a multitude of opinions regarding the field's theoretical state of health. This paper outlines three major shifts over the last 50 years that have mobilized theoretical perspectives. These theoretical orientations have been referred to as orthodoxy characterized by modernization theory, heterodoxy characterized by conflict theory, and heterogeneity characterized by globalism. The paper addresses the argument that theory is unimportant, arguing that theory is and will continue to be the important foundation for all comparative research. The document outlines the history of modernization and challenges to this orientation. It describes and relates globalization processes to the previous theoretical orientations. Finally, it discusses two implications of globalization for education, educational finance and standards. (Contains 11 references). (BT)

ED 439 082 SO 031 662

Integrating Girl Child Issues into Population Education. Volume 1.
PUB DATE- 97
NOTE- 44p.; For Volume 2, see SO 031 663.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; Developing Nations; Educational Benefits; Elementary Secondary Education; *Females; Foreign Countries; *Gender Issues; Health; Integrated Activities; Learning Strategies; *Population Education; *Sex Bias; Social Problems; Student Educational Objectives; *Womens Education; World Problems

One of the most important vehicles for promoting the concerns of the "girl child" and the elimination of gender bias is through education. Programs in population education are being funded all over the world and are a suitable and effective medium for integrating messages on the girl child. This two-volume publication deals with population education and gender issues. The first volume focuses on the status of the girl child in terms of education, nutrition and health care, marriage and family life, harmful cultural practices, values and traditions, child labor, prostitution, sexual abuse, and HIV/AIDS. It also suggests strategies to promote female education, examining the barriers to girls' education, and the benefits of educating girls. The objectives of the two volumes are to: (1) increase awareness of how population educators can contribute to the elimination of stereotyping and discrimination of the girl child and promote appreciation of the value of the girl child; (2) develop skills or ways and means of integrating messages on girl child issues into population education programs, both in school and out of school; (3) obtain a quick source of exemplary strategies and curriculum/training materials for introducing messages about the girl child through the vehicle of population education; and (4) provide an overall view of the literature that exists on the subject of girl child. (Contains 52 references.) (BT) are rooted in a modern view of intelligence that casts off traditional abilities-centered theories. The book begins with "Series Foreword: Thinking on the Road of Life" (David Perkins); "Preface to the Series" (Arthur L. Costa and Bena Kallick); and "Preface to Book 1" (Arthur L. Costa and Bena Kallick). The seven chapters are: (1) "Changing Perspectives About Intelligence" (Arthur L. Costa and Bena Kallick); (2) "Describing the Habits of Mind" (Arthur L. Costa); (3) "Why Teach Habits of Mind?" (Shari Tishman); (4) "Habits of Mind in the Curriculum" (Arthur L. Costa and Bena Kallick); (5) "The Work Ethic and the Habits of Mind" (Marian Leibowitz); (6) "The Impact of Habits of Mind" (Arthur L. Costa and Bena Kallick); and (7) "Recommendations for Getting Started" (Arthur L. Costa and Bena Kallick). (Each chapter contains references.) (SM)

ED 439 102 SP 039 052

A Resource Guide for Establishing Local Professional Development Committees. Transforming Professional Development in Ohio.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Educational Legislation; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; State Legislation; Teacher Certification; *Teacher Competencies; *Teacher Improvement; Teacher Responsibility
IDENTIFIERS- *Ohio

This monograph offers information and resources to help school districts build the capacity to transform professional development. Part 1, "Ohio's Professional Development System," discusses the transformation of professional development in Ohio and explains what professional development is. Part 2, "Requirements and Responsibilities," discusses Senate Bill 230, which required the establishment of local professional development committees (LPDCs), describes requirements in Ohio's Teacher Education and Licensure Standards, and examines responsibilities of the Ohio Department of Education, the local board of education, the LPDC, and the educator. Part 3, "Suggested Guidelines for Establishing LPDCs," discusses the plan of operation, the individual professional development plan, and the appeal process. Part 4, "Requirements for Renewing Certificates and Transitioning to Licenses," discusses renewing a provisional or professional certificate, transition to a license, substitute licenses, people who are not employed in schools, Continuing Education Units, and professional development providers. Eight appendixes include pilot projects; National Staff Development Council standards; transition guidelines; a sample reciprocity form; questions and answers; a professional development reading list; resources; and a list of administrator competency areas. (SM)

ED 439 103 SP 039 053

Oklahoma Criteria for Effective Teaching and Administrative Performance. Activities Workbook.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English

IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Democracy; Democratic Values; Elementary Secondary Education; Equal Education; *Ethical Instruction; *Faculty Development; Higher Education; Inservice Teacher Education; Moral Issues; *Moral Values; Preservice Teacher Education; Student Development; Student Teachers; Teacher Educators; *Teacher Improvement
IDENTIFIERS- Goodlad (John I); Stewardship

This paper advocates an examination of practices for inservice teacher preparation and career-long professional development, proposing the consideration of Goodlad's moral dimensions as a framework and suggesting an alternative approach to professional development that holds important implications for teacher education and teacher educators. Goodlad's moral dimensions include stewardship, equal access to knowledge for all students, pedagogy to ensure student academic and emotional growth, and enculturation into a democratic society. There are different levels of emphasis on the dimensions depending on the educator's stage of career development. This discussion highlights five ways that staff and career development can be delivered: individually guided projects; observation and assessment; committee work; attendance at workshops and conferences; and action research. It discusses application of the framework to prospective teachers as well as inservice teachers and teacher educators. It concludes that to meet the challenge of improving the quality of teaching and student performance, it is necessary to reconsider the ways teachers and teacher educators are trained and given professional development throughout their careers. It is important to reexamine current practices, formulate new insights related to professional development, and redesign roles and responsibilities of educators related to their professional growth. (Contains 26 references.) (SM)

ED 439 123 SP 039 082

Blase, Jo; Blase, Joseph
Leadership for Staff Development: Supporting the Lifelong Study of Teaching and Learning.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Administrator Characteristics; Adult Development; Classroom Research; Educational Resources; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Instructional Leadership; Leaders; *Leadership Qualities; Principals; *Teacher Administrator Relationship; Teacher Collaboration; *Teacher Improvement; Teacher Researchers
IDENTIFIERS- Peer Coaching

This study investigated the characteristics of instructional leaders that positively influenced classroom teaching, noting the personal and professional effects of leader-teacher interactions and whether staff development emerged as a primary theme of effective instructional leadership. A group of 809 teachers nationwide provided detailed descriptions of instructional leaders' characteristics that impacted their learning environments. (Author/SLD)

ED 439 142   TM 030 676

Jones, Timothy B.; Essien-Barrett, Barbara; Gill, Peggy B.
Methodological Considerations for an Evolving Model of Institutional Research.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Case Studies; *College Faculty; Data Collection; Higher Education; *Institutional Research; *Models; *Self Evaluation (Groups); Teacher Attitudes
IDENTIFIERS- *Stakeholders

A multi-case study was used in the self-study of three programs within an academic department of a mid-sized Southern university. Multi-case methodology as a form of self-study encourages a process of self-renewal and programmatic change as it defines an active stakeholder role. The participants in the three case studies were university faculty and administrators, current graduate students, graduates of the secondary teacher preparation program, and members of program advisory groups. Data collection techniques included surveys, focus groups, and the multi-case method itself. A grounded theory approach was used to analyze the data for each study. During the study, the frame of self-study emerged within the research process, resulting in a significant shift in the epistemological paradigm and attitudes of the faculty related to scholarly activities. This shift has further resulted in an evolutionary process of ongoing self-renewal within the case study analysis. The academic unit's faculty has substantially increased its commitment to the inquiry process at several levels. The faculty has become a living artifact in, and as a result of, the method. The evolutionary process of self-study, self-renewal, and mindful inquiry provided the opportunity for the faculty to engage in critical self-examination. (Contains 16 references.) (SLD)

ED 439 143   TM 030 678

Lee, Guemin
Conditional Standard Errors of Measurement for Tests Composed of Testlets.
PUB DATE- 99
NOTE- 66p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Error of Measurement; Estimation (Mathematics); *Reliability; Statistical Bias; Test Items
IDENTIFIERS- *Testlets

Previous studies have indicated that the reliability of test scores composed of testlets is overestimated by conventional item-based reliability estimation methods (S. Sireci, D. Thissen, and H. Wainer, 1991; H. Wainer, 1995; H. Wainer and D. Thissen, 1996; G. Lee and D. Frisbie). In light of these

MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Bros. Fund, New York, NY.
PUB DATE- 99
NOTE- 42p.; Additional support provided by The Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Children; Federal Legislation; Program Development; *State Programs; Urban Youth
IDENTIFIERS- *Reform Efforts; *Welfare Reform

To provide a baseline for assessing how welfare reform affects child welfare agencies, this paper reviews the challenges that state child welfare systems face, and how states respond to these challenges. Information in this paper is based on studies of the 13 focus states included in the Urban Institute's New Federalism project. In each state, Urban Institute staff interviewed state and local child welfare administrators and front-line staff, legislators, interest groups, and state-based researchers. Site visits were also conducted. The first section of the paper documents the challenges child welfare agencies were facing when the welfare reform legislation passed, and the second section describes the intense scrutiny focused on child welfare systems. The third section describes how states have responded to both the challenges and the scrutiny, and the fourth section assesses the potential implications of welfare reform for child welfare. The final section discusses implications of the report's findings, especially as they relate to welfare reform implementations. (Contains 14 end notes and 75 references.) (SLD)

ED 439 165 UD 033 371

Lewis, Anne C.
Figuring It Out: Standard-Based Reforms in Urban Middle Grades.
PUB DATE- 99
NOTE- 142p.; With survey by Barnett Berry.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Change; Middle School Students; Middle School Teachers; *Middle Schools; Program Descriptions; *Urban Schools
IDENTIFIERS- Reform Efforts

Six urban school districts (Chattanooga, Tennessee, Corpus Christi, Texas, Long Beach, California, Louisville, Kentucky, Minneapolis, Minnesota, and San Diego, California) have been pursuing standard-based reform at the middle school level accepting systemic reform as the norm. This report provides descriptions of their approaches, and commentary on the lessons they are learning in the process. The six districts have set content and performance standards under broad guidelines from the Clark Foundation, but they are pursuing reforms to suit their own needs and capacities. The documentation and commentary in this report was gathered over 18 months during several visits to one school in each district, a school selected for special help because of poor academic results. These focus schools are examples of efforts throughout each district, and they provide a closeup of the classrooms in which middle school teachers are trying to transform learning and reflecting the beginning impact of welfare reform, many single-mother families experienced no net gain in total income, and often experienced a fall in their disposable income. Appendix A presents evidence that including the income of unrelated men who live with single-mother families does not fundamentally affect study results. Appendix B describes the study data and methodology. (Contains seven tables of economic data.) (SM)

ED 439 184 UD 033 399

Hannaway, Jane; Kimball, Kristi
Big Isn't Always Bad: School District Size, Poverty, and Standards-Based Reform.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Youth; *Educational Change; Elementary Secondary Education; National Surveys; *Poverty; *School District Size; *Standards; *Urban Schools
IDENTIFIERS- *Reform Efforts

This paper reports results of the first systematic analysis of the progress of standards-based reform in U.S. school districts. Using data from a recent national survey of school districts (n=2,700) and a companion national survey of schools (n=1,177), it is found that not only do districts appear to play an important role, bigger districts appear to be particularly successful in promoting reform. Those who see reform as an exclusively state-school process may miss key ingredients for success. It is also a mistake to assume that large districts are not responsive. The benefits of larger size, however, appear to be moderated in high-poverty districts. An appendix contains questions on progress from the district and school surveys. (Contains 4 tables, 5 figures, and 31 references.) (Author/SLD)

ED 439 185 UD 033 400

Zhou, Min; Bankston, Carl L., III
The Biculturation of the Vietnamese Student. ERIC/CUE Digest Number 152.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on: "Straddling Two Worlds: The Experience of Vietnamese Refugee Children in the United States" by Min Zhou and Carl L. Bankston III; see UD 033 390.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Acculturation; Adolescents; *Biculturalism; Children; *Cultural Background; Cultural Differences; Elementary Secondary Education; *Immigrants; Parent Child Relationship; Refugees; *School Role; *Vietnamese People
IDENTIFIERS- *Intergenerational Conflict

This digest discusses the impact of traditional Vietnamese culture, family relationships, and bicultural conflicts on children's development and adjustment. Vietnamese parents tend to have relatively low levels of English language proficiency

ED 439 204 UD 033 425

Watanabe, Paul; Hardy-Fanta, Carol
Conflict and Convergence: Race, Public Opinion and Political Behavior in Massachusetts. The University of Massachusetts McCormack Institute Poll. An Occasional Paper.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; Attitudes; Beliefs; *Bilingual Education; Economic Factors; *Educational Quality; Elementary Secondary Education; *Minority Groups; Politics; *Public Opinion; Racial Relations; *Social Problems
IDENTIFIERS- *Massachusetts

The University of Massachusetts McCormack Institute Poll of attitudes and opinions related to the political, economic, and social life of Massachusetts was expanded in 1998 to include a larger sample of minority respondents than in previous years. In 1998, the sample included 127 African Americans, 114 Asian Americans, 107 Latinos, and 381 Whites. The rapidly changing racial and ethnic diversity of Massachusetts was regarded as a "good thing" by a large proportion of all groups. Minority group members were less likely than Whites to think that things were getting better for minorities, and they were more likely to agree that there was a long way to go before minorities (specifically African Americans) have the same chance in life White people have. Thirty-three percent of African Americans, thirty-one percent of Latinos, and twenty-five percent of Asian Americans reported that they had a personal experience with discrimination during the last 3 months. African Americans and Latinos considered crime the most important issue, with schools/education the second most important social issue. Asian Americans thought schools were the most important issue, as did Whites. A majority of all groups indicated support for affirmative action. Respondents differed dramatically when asked whether schools should teach only in English or in some cases in a language other than English. Sixty-one percent of Whites supported English only, but eighty-one percent of Latinos favored instruction in other languages as well. Among Asian Americans, responses were split fairly evenly. There was general agreement among all groups that standardized tests for high school graduates are desirable. Almost half of all Whites expressed a great deal of confidence in the public schools, but responses of other groups were less favorable. Other questions involved the role of government, confidence in institutions, political participation and citizenship, and partisan identification and ideology. An appendix contains the poll questionnaire. (Contains 17 graphs.) (SLD)

ED 439 205 UD 033 426

Kusimo, Patricia S.; Carter, Carolyn S.; Keyes, Marian C.
"I'd Like To Go to Harvard but I Don't Know Where It Is": Bridging the Gap between Reality and Dreams for Adolescent African American Girls.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). This material is based on work conducted by

sports, and in teen magazines. Data on the effectiveness of the weekly meetings and activities were collected by means of pre- and post-implementation questionnaires and by projects completed by participants. The findings indicated that all the girls who participated in the practicum groups showed increased awareness of gender bias. Almost all indicated increased confidence in their abilities in particular school subjects. All students finished required projects and indicated that the groups were worthwhile and beneficial. (Twenty-three appendices detail results and include data collection forms. Contains 59 references.) (KB)

ED 438 905   PS 028 322

Din, Feng S.; Caleo, Josephine
Playing Computer Games Versus Better Learning.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (70th, Clearwater, FL, February 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; Comparative Analysis; Computer Assisted Instruction; *Computer Games; *Computer Uses in Education; Educational Games; Educational Technology; Kindergarten; *Kindergarten Children; Primary Education; *Video Games
IDENTIFIERS- *African Americans; Sony Equipment

This study investigated whether kindergarten students who played Sony Play Station (Lightspan) computer games learned better than peers who did not play such games. Participants were 47 African-American kindergartners from two classes of an urban school in the Northeast. A pretest and posttest with control group design was used in the study. The experimental group played the games for 40 minutes per day in school for 11 weeks. The Wide Range Achievement Test-R3 was used for measurement. Findings from data analysis via ANCOVA indicated that the experimental group made significantly more gains in the spelling and decoding areas. No difference was found in the math area. (Contains 19 references.) (Author/EV)

ED 438 906   PS 028 323

Kieslich, Anita F.
A Parent Process in Developing an After-School Program for Unsupervised Middle School Adolescents.
PUB DATE- 99
NOTE- 75p.; Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; Childhood Needs; *Early Adolescents; *Latchkey Children; *Middle School Students; Middle Schools; *Parent Participation; Parent School Relationship; *Parents; Program Development; Supervision

Noting the need for parents, schools, and community members to work together to meet the needs of unsupervised adolescents during after-school hours, this practicum was designed to address those needs in one middle school. Lack of adolescent after-school supervision was documented by means of a parent centers and 20 percent of children in family homes received care subsidized by DSHS in spring 1998; (13) licensed family home providers tend to serve children who share their ethnicity; and (14) child care centers with a high proportion of children subsidized by DSHS are more ethnically heterogeneous than the state as a whole. (Appendices provide statistics by county. Includes numerous tables and figures.) (EV)

ED 438 923   PS 028 341

Sutton, Margaret; Tietjen, Karen; Bah, Amadou; Kamano, Pierre
Promoting Primary Education for Girls in Guinea. CDIE Impact Evaluation.
PUB DATE- 99
NOTE- 30p.; For other evaluations in this series, see ED 430 725 and ED 428 896.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Educational Assessment; Educational Opportunities; Educational Supply; *Elementary Education; Equal Education; *Females; Foreign Countries; Policy Analysis; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Agency for International Development; *Guinea

In May 1997, USAID's Center for Development Information and Evaluation (CDIE) launched the initiative, "Focus on Girls: An Evaluation of USAID Programs and Policies in Education." The effort included five Impact Evaluations, including this study in Guinea (Guatemala, Malawi, Nepal, and Pakistan were the others). This Impact Evaluation used four methods: (1) document review; (2) analysis of data provided by the Guinean Statistics and Planning Unit; (3) interviews with policy and program actors in Guinean education, from both the Guinean government and donor agencies; and (4) observations, interviews, and focus group discussions with parents, teachers, and local administrators of four primary schools in Lelouma prefecture in Middle Guinea. Findings showed that Guinea has transformed its education system during the 1990s by restructuring the system to emphasize primary schooling, and by expanding school supply. The country's percentage of school-age girls enrolled in primary school rose from 17 percent in 1989 to 37 percent in 1997. Now growing at 16 percent annually, girls' educational participation in Guinea ranks first among African countries for sustained growth. Girls still lag behind boys in persistence and achievement. In 1997, only 57 percent of girls, versus 73 percent of boys reached the final year of primary school, and 33 percent of girls who sat for the seventh-grade entry exam passed, compared with 44 percent of boys. The study's detailed findings included these lessons: (1) basic education reform, coupled with girl-specific policies and programs, is a powerful strategy for improving girls' educational participation; (2) a unified message and activist leadership are critical to increasing girls' education; (3) baseline assessment and analysis are requirements for gender-aware policy and program design; (4) a coherent education policy and investment framework must be applied to girls' education initiatives; (5) change is local; (6) a hybrid of conditionality and "projectized" support was effective in putting girls' education on the agenda; (7) sustained, integrated support is necessary to consolidate the early efforts of Guinea's Ministry of Pre-University Education (MEPU) in girls' education; and (8) simultaneous efforts to improve quality and enhance quantity are needed. (EV) the book examines the development of children's rights and CRC successes. Chapters 3 and 4 look at two key issues, child soldiers and child labor. Chapter 5 brings together 25 country reports outlining the domestic situation for children in the member countries of the International Save the Children Alliance under four key areas: (1) sexual exploitation; (2) juvenile justice; (3) displacement; and (4) education. The concluding chapter presents a call to governments and the wider civil society to recognize their collective responsibilities and work together to promote and protect children's rights, creating a world where children are truly seen and heard. Two appendices contain the text of the UN Convention on the Rights of the Child and list the members of the International Save the Children Alliance. (KB)

ED 438 942 PS 028 376

Edgington, Margaret
The Nursery Teacher in Action: Teaching 3, 4 and 5-Year-Olds. Second Edition.
PUB DATE- 98
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Childhood Needs; *Classroom Environment; Educational Environment; Educational Policy; Educational Quality; Foreign Countries; Interpersonal Competence; Interprofessional Relationship; Leadership Responsibility; *Nursery Schools; Play; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Professional Development; Recordkeeping; Reflective Teaching; *Student Evaluation; Teacher Responsibility; *Teacher Role; Teacher Student Relationship; Teaching (Occupation)
IDENTIFIERS- Great Britain

Addressed primarily to those involving in teaching 3- to 5-year-olds, this book focuses on the skills, knowledge, and attitudes that are the heart of effective nursery teaching. The book emphasizes the climate of change within which the nursery teacher in Great Britain operates, and the ways in which teachers need to work with their teams to develop practice to take into account educational developments and societal changes. Chapter 1 describes the nursery team and presents leadership challenges for nursery teachers. Chapter 2 discusses the role of the early years coordinator, including policy development and staff development. Chapter 3 examines how nursery teachers can help children feel at home in the nursery setting and focuses on children's needs for equality of opportunity, physical security and safety, and emotional security. Chapter 4 discusses ways to help children develop social strategies and ways to organize space and time to enhance children's learning. Chapter 5 presents information on recordkeeping, curriculum planning, and child assessment. Chapter 6 discusses learning goals for young children, responsive teaching, ways teachers enable children to learn, and the role of play. Chapter 7 examines the nursery teaching profession and includes discussion of personal development, societal changes, the role of personal responsibility, and ways teachers can be agents of change for improving the status of early years teaching. Chapter 8 focuses on current issues in nursery education in Great Britain, including teacher

Measurement Techniques; *Poverty; Public Policy; *Social
Indicators; Tables (Data); Welfare Services; *Well Being
IDENTIFIERS- *Arkansas; *Indicators; Welfare Reform

Noting that child poverty has been a persistent problem for Arkansas children despite improvements in the economy, this Kids Count special report focuses on child poverty in Arkansas. The report examines how child poverty is measured and notes the limitation of existing poverty data; it also discusses the causes and consequences of poverty and highlights the family risk index to illustrate how poverty interacts with other characteristics to produce risk. The report further summarizes findings of national studies on the consequences of child poverty, including education and health outcomes, neighborhood safety, and crime. Factors contributing to child poverty are examined, including strength of the state and local economies and parents' low education and inadequate job skills. The report notes that each year that an Arkansas child lives in poverty costs that child $8,988 in lost lifetime earnings. Characteristics of poor families are described, including adults' employment status, family structure, race, educational level, parent age, geographic location, and type of employment. County differences in child poverty rates are also identified. The report then examines the impact of safety net programs such as social insurance, cash assistance, and food stamps on child poverty, and discusses the impact of welfare reform. The report concludes with a consideration of new trends in public policy. Child poverty data by county for 1989, 1993, and 1995 are appended. (KB)

ED 438 961 PS 028 412

Knitzer, Jane
Promoting Resilience: Helping Young Children and Parents Affected by Substance Abuse, Domestic Violence, and Depression in the Context of Welfare Reform. Children and Welfare Reform Issue Brief 8.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Child Rearing; Child Welfare; Childhood Needs; *Children; Day Care; Depression (Psychology); Early Childhood Education; Employment Services; Family Environment; Family Violence; Mental Health Programs; Parent Child Relationship; *Parent Education; *Parents; Program Descriptions; *Resilience (Personality); School Readiness; *Social Services; Substance Abuse; Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform

As states respond to major welfare legislation in providing assistance and other interventions to help adults on welfare become ready to work, the challenge of helping these adults in their parenting skills and in promoting resilience in their children has often been ignored. This issue brief addresses the challenge of promoting resilience in children whose parents are experiencing domestic violence, substance abuse, and serious mental health issues, including depression. Section 1 of the brief highlights the dimensions of the challenge, focusing on policy issues, family characteristics, and challenges for service providers. Section 2 highlights services strategies to: (1) promote resilience, social competence, and school readiness

Literature on Women in the Outdoors" (Karla A. Henderson, Nina S. Roberts); (2) "Factors Affecting the Personal and Social Outcomes of Organized Camping" (Marta K. Moorman); (3) "Self-Efficacy and Adventure Programs: Transferring Outcomes to Everyday Life" (Todd Paxton, Leo H. McAvoy); (4) Validity and Reliability of the Outdoor Education Practicum Questionnaire" (Thomas James Quinn); (5) "Outdoor Leader Self-Awareness and Its Relationship to Co-Leaders' Perceptions of Influence" (Mark C. Wagstaff); (6) "'A Sense of Competence': Re-conceptualizing Issues of Competence for Women in Outdoor Education" (T. A. Loeffler); (7) "Validating Predictors To Determine Optimal Adventure in Whitewater Kayaking" (Chris D. Jones, Steven J. Hollenhorst); (8) "Pitfalls To Avoid in Adventure Education Outcome Research" (Jim Sibthorp); (9) "Efficacy of a TR Self-Esteem Program for Adolescents with Emotional Disturbances in a Treatment Setting" (Ramon B. Zabriskie); (10) "Learning Outdoor Recreation Skills in a Safe Place: Lessons from a Single-Sex Program" (Deb Jordan); (11) "Evaluating Short Term and Long Term Retention of Experiences Associated with an Interpretive School Field Trip" (Jim Sibthorp, Doug Knapp); (12) "Controversial Issues in Adventure Education" (Tom G. Potter, Scott Wurdinger); and (13) "The Future of Research in Outdoor Education" (Simon Priest). (Contains references in each paper.) (SV)

ED 438 979   RC 022 284

Henderson, Karla A.; Roberts, Nina S.
An Integrative Review of the Literature on Women in the Outdoors.
PUB DATE- 98
NOTE- 15p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, IN, January 9-11, 1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Empowerment; *Females; Literature Reviews; Milieu Therapy; Minority Groups; *Outdoor Activities; *Outdoor Leadership; Research Needs; Risk; Self Esteem; Sex Bias; *Sex Differences; *Social Science Research; Wilderness
IDENTIFIERS- Single Sex Programs

This paper reviews the research on women in the outdoors, 1978-97. Among the major findings are the following: women were underrepresented and underpaid in executive and management positions related to outdoor programs; women tended to lead outdoor groups differently than men; outdoor recreation patterns differed in that women were more likely to seek out aesthetic experiences whereas males enjoyed the glory of exploring the unknown; little research has addressed diversity and women in the outdoors; all-female groups have demonstrated value related to the absence of traditional gender expectations; lack of confidence limited women's success more than did physical limitations; outdoor activities boosted self-esteem; the major constraints to finding meaning in the outdoors for women related to social dimensions; and outdoor activities had therapeutic benefits for women. The findings indicate that much of the research on girls and women is not framed as feminist or gender-based; research focused on gender differences has revealed little about the outdoor experience for females; research on women in the outdoors has contributed to a broader understanding of the epistemology and methodology used by researchers; studying girls and women may pave the way offered math or science instruction or bilingual education. Many projects also offered social science instruction, preschool education, special education, or high school equivalency instruction. The most common support services provided by projects were home-school liaison, transportation, and meals. Projects were less likely to provide medical or dental services, counseling, clothing, or day care. Data were also gathered on student records availability and project practices for creating, updating, and transmitting student records. Appendices present sample methodology, data reliability, definitions, detailed statistical data tables, and the survey questionnaire. (Contains 12 tables and 13 figures.) (Author/SV)

ED 438 998   RC 022 327

Greenberg, Daniel; Sadofsky, Mimsy
Starting a Sudbury School: A Summary of the Experiences of Fifteen Start-Up Groups.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; *Educational Philosophy; Elementary Secondary Education; Experimental Schools; Free Schools; Institutional Advancement; Institutional Survival; *Learner Controlled Instruction; *Nontraditional Education; Open Education; Parent Participation; Participative Decision Making; Planning; *Private Schools; *School Administration; School Culture; School Organization; Student School Relationship
IDENTIFIERS- *Sudbury Valley School MA

The Sudbury Valley School in Framingham, Massachusetts, is a nontraditional private school founded in 1968, based on the idea that a child is a person worthy of full respect as a human being. It aimed to create a nurturing environment in which the children themselves choose what they wish to do and schedule their time. This book is a guide summarizing the various steps necessary to found a Sudbury school, based on interviews and information gathered from 14 schools and groups throughout the United States. The first four chapters cover what kind of folks are founders, what makes them interested, how founder groups get formed, and characteristics important within the founders' group. The chapter on concrete steps to be taken includes understanding the philosophy, formalization of status, satisfying the appropriate educational authorities, money matters, site selection, and promotion. The next seven chapters address demographics, staffing a Sudbury school, where students come from, the nitty-gritty of staffing a school, developing a culture and keeping the school going, classic errors, and factors enabling success. Appendix 1 is a note from a founder who failed. Appendix 2 is a narrative history of a school that survived its first 4 years. Appendix 3 is another narrative of a school that is still going after 5 years. Appendix 4, entitled "Revolution or Reform?" presents thoughts on the character, strategy, and destiny of the original Sudbury Valley School. (TD)

ED 438 999   RC 022 328

Schwarz, Justine C.
Vocabulary and Its Effects on Mathematics Instruction.
PUB DATE- 99
NOTE- 102p.; Master's Action Research Project, St. Xaxier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Elementary Secondary Education; Journal Writing; *Mathematics Instruction; Multiple Intelligences; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Mathematical Communication

This report describes a program that enhanced vocabulary development and communication within the content area of mathematics. The targeted population was a rural K-12 school district located in the Midwest approximately an hour from three major metropolitan cities. Evidence for the existence of the problem included teachers' observation, Arithmetic Done Daily (ADD), class discussion, assessment of mathematics performance, and journal entries. Information gathered suggested that the students were lacking the understanding of content vocabulary for mathematics, and therefore had poor communications skills that lead to unsuccessful communication of their mathematical understanding of a problem and its probable answer. The interventions used were many of the same strategies used by teachers to teach vocabulary in reading and any other content area rich in vocabulary. These strategies included vocabulary journals, math journals, vocabulary word wall, and Multiple Intelligence strategies that would try to reach all learners. The textbook series that the school district adopted had a wealth of activities that developed and built an understanding of the language used in math. Post intervention data showed an increase in understanding and use of mathematical vocabulary in math performance and in communication of mathematical issues. All students who participated in the study increased their vocabulary knowledge level in the area of mathematics vocabulary. (Contains 58 references.) (Author/ASK)

ED 439 018 SE 063 246

Abbott, Lori; Warfield, Amanda
Improving the Problem Solving Skills of Math and Science Students at the High School Level.
PUB DATE- 99
NOTE- 106p.; Master' Action Research Project, St. Xaxier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; High Schools; *Mathematics Instruction; Multiple Intelligences; *Problem Solving; *Science Instruction; Student Attitudes; Teaching Methods

This report describes a project for improving problem solving skills in students at the secondary level. The targeted population consisted of high school students in growing communities located in the suburbs of a large Midwestern city. Various studies have indicated that students lack problem-solving skills. Analysis of student and teacher interviews show that the lack of problem solving abilities comes from the lack of student motivation, the lack of experience with problem in those countries. Observations in the paper present a general view of what has transpired in the last 10 years of economic change and development in Hungary and Poland; concluding that, although both countries will struggle with social problems into the 21st century, as long as they continue to move toward a privatized market economy and work toward economic and social reforms they will integrate successfully into the European Community. (Contains 33 notes and extensive charts.) (BT)

ED 439 041 SO 030 779

Schirmer, Christy
The Tragedies and Heroes of the Holocaust in Poland and Hungary. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 18p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anti Semitism; *European History; Foreign Countries; High Schools; *Jews; *Nazism; Social Studies; *World War II
IDENTIFIERS- Concentration Camps; Fulbright Hays Seminars Abroad Program; Germany; Heroes; *Holocaust; *Hungary; Poland

This curriculum unit is designed to teach students how the Holocaust differed in Hungary, what conditions were like at the largest extermination camp (Auschwitz-Birkenau), and about people who risked their lives to save Hungarian and Polish Jews. The unit notes that students should already be acquainted with the rise of anti-Semitism in Germany and the progression of the Holocaust in countries captured by the Nazis early in World War 2, in particular, Poland. Strategies for teaching the unit include slide presentations, individual and cooperative student presentations, discussion questions, lectures, and assessment questions. The unit is comprised of the following three lessons: (1) "Background of Holocaust in Hungary"; (2) "Conditions in Auschwitz"; and (3) "Common People Who Made a Difference, Heroes of the Holocaust in Poland and Hungary." (BT)

ED 439 042 SO 030 780

Garton, Vicki
Lessons for Family and Consumer Sciences. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 14p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Science; Curriculum Development; *Economic Change; Foreign Countries; Grade 11; Grade 12; High Schools; Political Issues; *Social Change; Social Studies; Sociology; Undergraduate Study
IDENTIFIERS- *Family Dynamics; Fulbright Hays Seminars Abroad Program; *Hungary

This curriculum unit is designed to meet the course objective of student activities. The final section, "Teaching Latin America's Future", considers Mexico's future and presents values and opinions on how Mexico should proceed into the 21st century. For an assignment, students are asked to create a "Future" that reflects their own beliefs and opinions. (BT)

ED 439 063   SO 031 444

The Ramayana.
PUB DATE- 97
NOTE- 78p.; This work is collected from the 1997 institute "The Ramayana, an Enduring Tradition: Its Text and Context" and an earlier Ramayana Institute in 1994, as well as updates from the South Asia Center at Syracuse University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; Elementary Secondary Education; *Epics; Foreign Countries; *Literature Appreciation; Non Western Civilization; Social Studies; Student Educational Objectives; *World Literature
IDENTIFIERS- Hinduism; India; Indian Art; Indian Literature; *Oral Literature; *Ramayana

For the past 2000 years the Ramayana has been among the most important literary and oral texts of South Asia. This epic poem provides insights into many aspects of Indian culture and continues to influence the politics, religion, and art of modern India. This booklet contains material designed to provide an entry into the study of this tradition. The booklet is divided into the following sections: The first five sections are: (1) "The Story of Rama" (brief version); (2) "The Story of Rama" (long version, adapted for classroom use by Larry Tominberg); (3)"Images and Maps"; (4) "Hinduism"; (5) "Moral Dilemmas". The "Moral Dilemmas" section is in the form of a lesson plan with a rationale, objectives, detailed procedure, and extensions for the moral dilemma lessons. The last four sections are: (6) "Glossary"; (7) "Oral Tradition and the Many Ramayanas'" (Philip Lutgendorf); (8) "The Story of the Bengali Scrolls"; and (9) "Links and Resources." The "Links and Resources" section contains 12 bibliographies on seminar material and 18 bibliographies on Ghandi and miscellaneous, 8 picture books, 2 children's fiction books, 11 descriptions and travel books (with appropriate grades indicated), 15 history texts, 22 folklore and myth texts, 9 books on religion, and 25 texts on Hinduism. (Contains 16 useful web sites.) (BT)

ED 439 064   SO 031 446

Schultz, Jeffrey D., Ed.; Haynie, Kerry L., Ed.; McCulloch, Anne M., Ed.; Aoki, Andrew L., Ed.
Encyclopedia of Minorities in American Politics. Volume 1: African Americans and Asian Americans. The American Political Landscape Series.
PUB DATE- 00
NOTE- 398p.; Foreword by Helen Thomas. For volume 2, see SO 031 447.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- Asian Americans; Blacks; Citizenship; Civil Rights; Encyclopedias; *Ethnic Groups; *Government (Administrative Body); Information Sources; *Minority Groups; *Politics;

ED 439 083 SO 031 663

Integrating Girl Child Issues into Population Education: Strategies and Sample Curriculum and Instructional Materials. Volume 2.
PUB DATE- 97
NOTE- 135p.; For Volume 1, see SO 031 662.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; Developing Nations; Educational Benefits; Elementary Secondary Education; *Females; Foreign Countries; *Gender Issues; Health; Instructional Materials; Integrated Activities; Learning Activities; *Population Education; *Sex Bias; Social Problems; Student Educational Objectives; *Womens Education

One of the most important vehicles for promoting the concerns of the "girl child" and the elimination of gender bias is through education, and since programs in population education are being funded all over the world, population education is a suitable and effective medium for integrating messages on the girl child. This two-volume publication deals with population education and gender issues. Volume 2 offers a practical handbook which gives the guidelines or procedures on how to integrate girl child issues into population education, both in curriculum and teacher training, giving a matrix of entry points in population education into which girl child topics could be integrated or incorporated. It also carries an array of actual lessons and teaching/learning materials compiled from various sources which offer the users ready-made instructional materials that can be immediately used in classroom teaching, instructional materials development, or teacher training. Objectives of this two-volume publication are to: (1) increase awareness of how population educators can contribute to the elimination of stereotyping and discrimination of the girl child and promote appreciation of the value of the girl child; (2) develop skills or ways and means of integrating messages on girl child issues, into population education programs, both in school and out of school; (3) obtain a quick source of exemplary strategies and curriculum/training materials for introducing messages about girl child through the vehicle of population education; and (4) provide the educators with an overall view of the literature that exists on the subject of girl child. (BT)

ED 439 084 SO 031 672

Hume, Helen D.
A Survival Kit for the Elementary/Middle School Art Teacher.
PUB DATE- 00
NOTE- 428p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Discipline Based Art Education; Elementary Education; Middle Schools; *Multicultural Education; *Problem Solving; *Self Expression; *Studio Art

This book is for art teachers looking for a new approach to the traditional lesson. The projects can be used at most grade levels. While the book's organization is content-centered, it

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Administrator Effectiveness; *Administrator Evaluation; Administrators; Classroom Techniques; Discipline; Elementary Secondary Education; Instructional Leadership; State Standards; Teacher Competencies; *Teacher Effectiveness; *Teacher Evaluation; Teachers
IDENTIFIERS- Oklahoma

This publication presents activities for monitoring effective teacher and administrator performance in Oklahoma. The state mandates that each board of education maintains and annually reviews a written policy of evaluation for all teachers and administrators. Section 1, "Criteria for Effective Teaching Performance," focuses on practice and products. Practice includes teacher management indicators (preparation, routine, discipline, and learning environment) and teacher instructional indicators (establishes objectives, stresses sequence, relates objectives, involves all learners, explains content, explains directions, models, monitors, adjusts based on monitoring, guides practice, provides for independent practice, and establishes closure). Products, it looks at teacher product indicators (lesson plans, student files, and grading patterns) and student achievement indicators. Section 2, "Effective Administrative Performance," also examines practice and products. Practice includes 4 administrator management indicators (preparation, routine, discipline, and learning environment) and 10 instructional leadership indicators. Products includes three administrator product indicators: providing written discipline policies to which students must perform; providing written school building improvement plans; and providing written analyses of student test scores and other data. (SM)

ED 439 104 SP 039 054

Moore, Leeann
An Organizational Grounded Theory on the Structure and Political Dynamics of the Student Teacher Placement Process. An Executive Summary.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (ATE) (Orlando, FL, February 13-16, 2000). Winner of the ATE Distinguished Dissertation in Teacher Education Award.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Role; College School Cooperation; Cooperating Teachers; Elementary Education; Elementary School Teachers; Higher Education; *Participative Decision Making; Preservice Teacher Education; Principals; *Student Placement; Student Teachers; *Student Teaching; Teacher Attitudes; Teacher Role
IDENTIFIERS- Grounded Theory

This study investigated how decisions were made in selecting elementary school cooperating teachers and subsequently placing student teachers from the perspectives of key university, school district, and school participants. Data were collected through interviews and focus groups with university placement teaching, the areas of impact and effectiveness of the instructional leaders' actions, and their thoughts about such actions. Results indicated that instructional leaders' characteristics profoundly impacted teachers' classroom behavior, leading to powerful cognitive, affective, and behavioral effects on teachers. Effective instructional leaders frequently provided staff development opportunities that addressed emergent instructional needs. The hallmark of effective staff development was a philosophy of, and support for, lifelong learning about teaching and learning. Staff development, as a key aspect of effective instructional leadership, consistently centered on six elements: the study of teaching and learning; collaboration; coaching; action research; resources; and adult development. Implications for staff developers are presented. (Contains 13 references.) (SM)

ED 439 124   SP 039 083

Johnson, David W.; Johnson, Roger T.
Effective Staff Development in Cooperative Learning: Training, Transfer, and Long-Term Use.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Cooperative Learning; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Program Development; Program Effectiveness; Teacher Collaboration; Teacher Improvement; Teachers; Teaching Methods

Staff development in cooperative learning must focus on three stages of staff development (pre-training, training, and post-training) to achieve at least five purposes. The five purposes are: creating conditions for successful staff development prior to training; conducting high-quality training sessions that result in mastery of the conceptual framework and procedures for using cooperative learning; providing support for the transfer of what is learned in the sessions to the classroom; providing support for the long-term maintenance of the learned procedures; and institutionalization of cooperative learning as a standard instructional practice supported by the district. To achieve the five purposes, eight principles of staff development must be followed: (1) establish long-term goals; (2) avoid the barriers to effective staff development; (3) create collegial teaching teams as the heart of staff development efforts; (4) plan multi-year staff development programs; (5) follow the guidelines for effective preparation for staff development sessions; (6) practice what one teaches in staff development sessions (use cooperative procedures); (7) support implementation between and after training sessions; and (8) change the school's organizational structure from a mass production structure to a team-based, high-performance structure. (Contains 58 references.) (SM)

ED 439 125   SP 039 084

Melnick, Steven A.; Witmer, Judith T.
Team-Based Professional Development: A New Model for Professional Growth.
PUB DATE- 99

studies, it seems reasonable to ask whether the item-based estimation methods for the conditional standard errors of measurement (SEM) would provide underestimates for tests composed of testlets. The primary purpose of this study was to investigate the appropriateness and implication of incorporating a testlet definition into the estimation procedures of the conditional SEM for tests composed of testlets. Another purpose was to investigate the bias in estimates of the conditional SEM when using item-based methods instead of testlet-based methods. Several estimation procedures were proposed and compared in estimating conditional SEM for tests composed of testlets. Conditions under which these might be used are described. (Contains 4 tables, 23 figures, and 40 references.) (Author/SLD)

ED 430 144   TM 030 679

Lee, Guemin
Estimating Conditional Standard Errors of Measurement for Tests Composed of Testlets.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the Iowa Educational Research and Evaluation Association (Ames, IA, December 3-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Error of Measurement; Estimation (Mathematics); *Reliability; Statistical Bias; Test Items
IDENTIFIERS- *Testlets

The primary purpose of this study was to investigate the appropriateness and implication of incorporating a testlet definition into the estimation of the conditional standard error of measurement (SEM) for tests composed of testlets. The five conditional SEM estimation methods used in this study were classified into two categories: item-based and testlet-based methods. When individual items are used as the fundamental measurement unit, the assumptions required by measurement modeling for tests composed of testlets are violated. Therefore, item-based estimation methods might introduce some magnitude of bias in the estimates of conditional SEMs for tests composed of testlets. In general, the item-based methods provide lower estimates of the conditional SEM along the score scale than do the testlet-based methods. This result is consistent with the previous findings that the reliability of test scores composed of testlets would be overestimated by item-based reliability estimation methods. (Contains 8 tables, 12 figures, and 23 references.) (Author/SLD)

ED 430 145   TM 030 680

Lee, Guemin; Dunbar, Stephen B.; Frisbie, David A.
Measurement Models for a Testlet-Based Test.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Structure; *Goodness of Fit; *Measurement Techniques; *Models; Scores; Test Construction

teaching for students who need such changes the most. (SLD)

ED 439 166 UD 033 372

The State of Hispanic Girls.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Cultural Awareness; *Females; Focus Groups; *Hispanic Americans; *Resilience (Personality); Sex Role; Social Support Groups; *Urban Youth

In 1998, a series of focus groups was held to explore the factors that promote resilience among Hispanic girls. At least 4 focus groups, composed of no less than 6 and no more than 15 participants, were conducted at each of the 6 urban sites. In spite of the variations in Hispanic subgroup membership of the focus group participants, the findings from these sessions suggested one clear, salient conclusion: cultural protective factors play a critical role in buffering Hispanic girls from risky and damaging behaviors, such as delinquency, depression, pregnancy, and substance abuse. This report also offers recommendations to address the serious risks facing Hispanic girls. Focus group participants confirmed the need to develop culturally appropriate programs and messages for Hispanic girls and their parents. They agreed about the importance of involving Hispanic community-based organizations in the design, implementation, and evaluation of any campaign to empower Hispanic girls. (Contains 131 end notes.) (SLD)

ED 439 167 UD 033 373

Brauner, Sarah; Loprest, Pamela
Where Are They Now? What States' Studies of People Who Left Welfare Tell Us. Assessing the New Federalism. An Urban Institute Program To Assess Changing Social Policies. Series A, No. A-32.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Annie E. Casey Foundation, Baltimore, MD.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Bros. Fund, New York, NY.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.
PUB DATE- 99
NOTE- 12p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Employment Patterns; Job Training; Labor Market; *Low Income Groups; Poverty; *Public Policy; Urban Areas; *Welfare Recipients
IDENTIFIERS- Welfare Reform

This review attempts to consider all publicly available studies that examine employment outcomes for people who have left welfare. Only studies that describe their methodology clearly and education, low-paying jobs, and few financial resources. Although they work hard to improve their lives through U.S. opportunities, they are also committed to retaining their values and culture. Vietnamese children who are the least assimilated into U.S. youth subcultures tend to show the highest levels of academic performance. Cultural conflicts between immigrant parents and children born or reared in the United States are common. Vietnamese families face the following types of bicultural problems in achieving generational consonance: (1) parental authority; (2) modes of punishment; (3) views on U.S. culture; (4) role reversal; and (5) gender roles. Schools and other organizations that work with Vietnamese youth and their families can help them bridge the cultural gap through ethnic community, especially by understanding the effects of family loss, exile, and resettlement. Schools and other organizations should work with Vietnamese elders as well as students and try to improve ties between Vietnamese communities and the schools. Culturally sensitive adult and peer group assistance can help children develop bicultural ties and skills. Establishing Vietnamese language classes and other programs featuring ethnic culture can enhance the scholastic performance of Vietnamese students. (Contains 11 references.) (SLD)

ED 439 186   UD 033 401

School Practices To Promote the Achievement of Hispanic Students. ERIC/CUE Digest Number 153.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on: "Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools" by Anne Turnbaugh Lockwood and Walter G. Secada; see ED 434 788.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational Environment; *Educational Practices; Elementary Secondary Education; *Hispanic Americans; Instructional Effectiveness; *Social Support Groups; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest presents recommendations from the U.S. Department of Education's Hispanic Dropout Project for school practices that promote the academic achievement of Hispanic youth, and it supplements the recommendations with examples from case studies. Each Hispanic student should have an adult in the school committed to nurturing the student's personal sense of self-worth and supporting the student's efforts to succeed in school. Schools should be safe and inviting places to learn, and all students should have access to a high-quality, relevant, and interesting curriculum that treats their language and culture as resources. Students should have high-quality and up-to-date resources for an effective education, and schools should replicate effective programs to support Hispanic students. The emphasis should be on prevention of problems, and schools and alternative programs should be well coordinated. Teachers should teach content so that it interests and challenges Hispanic students, and they should involve Hispanic parents and extended families in the education effort. (SLD)

ED 439 187   UD 033 402

the "Rural and Urban Images: Voices of Girls in Science, Mathematics, and Technology" program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Academic Persistence; *Adolescents; *Black Students; *Females; Intervention; Mathematics; Middle School Students; Middle Schools; Program Effectiveness; Rural Schools; Sciences; *Student Interests; Urban Schools; *Urban Youth; Workshops

A study looked at how a science and mathematics intervention program for middle school girls, the "Voices" program, affected African American students and their families. Effects of the program on academic achievement and participation and persistence in school were also studied. The Voices program was implemented in one urban and one rural county in West Virginia. Of the program's original 73 participants, 33 were African American. In the first program year, the girls met once a month during the school year for workshops. In years 2 and 3, the girls attended workshops and worked with mentors who had careers in science, mathematics, and technology. In the final year, the students met regularly with school sponsors and were involved in designing and completing community service learning projects. Program sponsors experienced a great deal of difficulty in finding staff willing to work with the urban girls, many of whom were African American. The staff members who were willing to work with these girls did not necessarily have a real sense of advocacy for them. In the rural site, the engagement with the girls' schools and communities was instantaneous and lasted throughout the project. Access was facilitated by the involvement of two African American women who served as bridges to the project, something that was not found in the urban community. Study results show that programs like "Voices" can make a very positive difference for African American girls and their families in rural areas, but experiences in the urban site challenge program developers to think creatively about designing interventions that can provide sustained engagement for African American girls and their families. (Contains 29 references.) (SLD)

ED 439 206 UD 033 427

Staub, Debbie
On Inclusion and the Other Kids: Here's What Research Shows So Far about Inclusion's Effect on Nondisabled Students. On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 11p.; Reprinted from "Learning," September/October 1996 by permission of the Education Center, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Elementary Education; *Inclusive Schools; *Mainstreaming; Regular and Special Education Relationship

Only a few studies have addressed the question of whether the learning of nondisabled students will suffer in inclusive classrooms. Surveys of parents and teachers generally say that they see no harm to the nondisabled children. Only one study has addressed the issue of whether nondisabled students will receive less attention from their teachers, and it found that interest survey distributed to parents of children who would be attending middle school the following year, a school district committee of parents and district officials, and telephone communication with parents. The goal of the practicum was to have parents develop an after-school program for unsupervised adolescents that incorporated age-appropriate activities. Measurement of practicum outcomes focused on documenting major patterns of activities and examining the process of parental involvement. Process data indicated that during group meetings, parents indicated that a low cost, supervised, and diverse after-school program with age appropriate activities would solve the problem of lack of adult supervision. Parents, adolescents, and educators formed written policies and procedures, job descriptions, and activities for an after-school program. Parents used e-mail as an alternate method for communicating program decisions. The outcomes data indicated that parents' attendance at scheduled meetings was low but did not interfere with them being advocates for change. Parents developed materials that included policies and procedures, job descriptions, a volunteer form, a list of age-appropriate activities, and a program brochure that could be replicated for other adolescent after-school programs. (Three appendices include the parent interest survey, an after-school activity form, and a list of age-appropriate adolescent activities. Contains 34 references.) (KB)

ED 438 907 PS 028 325

Renicks, Linda
Achieving Social Competence in First Graders through a Conflict Resolution and Anger Management Program.
PUB DATE- 99
NOTE- 104p.; Master of Science Practicum Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Anger; *Behavior Change; Behavior Problems; Change Strategies; *Conflict Resolution; *Elementary School Students; Emotional Development; Emotional Response; Grade 1; *Interpersonal Competence; Pretests Posttests; Primary Education; Problem Solving; Program Effectiveness; Program Evaluation
IDENTIFIERS- Impulsiveness

Many children enter school demonstrating excessive aggressive and impulsive behaviors, causing classroom disruption and interpersonal conflict. This intervention was designed to help first graders achieve social competence through conflict resolution training, problem solving, and anger management techniques to reduce aggressive and impulsive behaviors. Seven target students were identified based on observation of physical contact, calling out, and invasion of others' personal space during seatwork activities, in lines to and from special classes and lunch, and during large group instruction. The 13-week intervention, the "Second Step" program, was a developmentally appropriate, multisensory program focusing on empathy training, impulse control, and anger management. Lessons included role playing activities, games, discussions, storybooks, and suggested activities and literature for parents. Student progress was monitored through daily observation checklists for specific behaviors, periodic observations of problem-solving skills, and pre- and post-intervention interviews on identifying emotions, problem-solving skills, and anger management. One of the seven students

ED 438 924 PS 028 342

Remember the Children: Mothers Balance Work and Child Care under Welfare Reform. Growing Up in Poverty Project 2000; Wave 1 Findings--California, Connecticut, Florida.

SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.; Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.; Miriam and Peter Haas Fund, San Francisco, CA.; California State Dept. of Social Services, Sacramento.; Austin Coll., Sherman, TX. Center for Program and Institutional Renewal.
PUB DATE- 00
NOTE- 119p.; Funding has also been provided by the Packard Foundation and the Halter and Elise Haas Fund.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Day Care; Day Care Effects; Early Childhood Education; Economically Disadvantaged; Employed Parents; *Family Work Relationship; Fatherless Family; Low Income Groups; Mothers; Poverty; State Surveys; *Welfare Recipients; Welfare Services; Young Children
IDENTIFIERS- California; *Child Care Needs; Connecticut; Day Care Quality; Florida; *Welfare Reform; Welfare to Work Programs

This report details a study that sought to answer whether welfare reform was meeting its goals of reducing mothers' dependency and boosting children's futures, and whether these reforms were having discernable effects on young children. During the second half of 1998, the study randomly selected 948 single mothers with young children from 5 cities: San Francisco or San Jose, California; Manchester or New Haven, Connecticut; and Tampa, Florida. Participating women in California and Florida had been enrolled for 6 months in new welfare programs. In Connecticut, experimental and control groups were compared 18 months after they had entered the new or old program. Findings from the first wave of data collection stem from interviews of the mothers; visits to their child care providers, both centers and individual caregivers; and assessments of children's early language and social development. Findings on how children are faring under welfare reform include the following: (1) young children are moving into low-quality child care settings as their mothers move from welfare to work; (2) child care subsidies reach unequal fractions of poor families and encourage the use of unlicensed care; and (3) young children's early learning and development is limited by uneven parenting practices and high rates of maternal depression. Findings on how mothers are faring under welfare reform include the following: (1) a sizable share of women are moving into jobs; (2) wages are low and household economies remain impoverished; and (3) levels of economic and social support gained by the women are uneven. Following an executive summary, contents of this report are: (1) "Project Aims," answering, "How are children and mothers faring under welfare reform?" (2) "Mothers' Attributes," answering, "Who are the women entering new welfare programs?" (3) "States and Neighborhoods," answering, "How do job markets, welfare rules, and child care contexts differ?" (4) "Homes and Parenting," answering, "How well do families function?" (5) "Family Economy," answering, "How do women get by economically?" (6) "Maternal and Child Health," answering, "What gaps exist in access to insurance and clinical services?" (7) "Welfare to Work," answering "How do women engage new welfare rules and jobs?" (8) "Child Care,"

qualifications, educational choice, curriculum and assessment, equal opportunity, and teacher training. (Contains approximately 175 references.) (KB)

ED 438 943 PS 028 379

von Feilitzen, Cecilia, Ed.
News on Children and Violence on the Screen, 1997-1999.
PUB DATE- 99
NOTE- 166p.; Published three times per year. Title of newsletter changed to "News from ICC VOS" beginning with Volume 3, No. 2-3.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Children; Childrens Television; Cultural Influences; Emotional Response; Foreign Countries; Government Role; Internet; *Mass Media; *Mass Media Effects; Mass Media Role; *Mass Media Use; Newsletters; Periodicals; Pornography; Sexual Abuse; *Television Viewing; *Violence
IDENTIFIERS- Media Education; Pedophilia; Sex Exploitation; Television Content Ratings; UNESCO

This document is comprised of the 1997 through 1999 newsletters of the UNESCO International Clearinghouse on Children and Violence on the Screen, published three times a year. It provides topical information on research findings concerning children and media violence, children's media use, and activities aiming to limit gratuitous media violence. Volume 1 (1997) includes articles dealing with global awareness of children and media violence, television ratings systems, children's emotional responses to television viewing, and children's participation in media activities. Volume 2 (1998) contains articles on the power of culture, the Internet, violence in various media, children's broadcasting in various countries, emotional responses to television viewing, government efforts to deal with media violence, and media education. Volume 3 (1999) includes a special issue on a UNESCO meeting on sexual abuse of children, child pornography, and pedophilia on the Internet. Regular features include information on international meetings, organizations, and new publications. (KB)

ED 438 944 PS 028 380

...And That's How It All Began: Putting Information about Your Child's Growth, Health and Safety All within Your Reach...Because the First Years Last Forever! = ...Y asi es como empezo todo: Ponemos a su alcance en forma conjunta la informacion sobre el crecimiento, la salud y la seguridad de su hijo...Porque los primeros anos duran para siempre!
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Child Safety; *Early Intervention; *Parent Education; *Parent Materials; Parenting Skills; *Parents; Safety; *Young Children

in the children of the most vulnerable parents; (2) repair or prevent damaged parent-child relationships among young children whose parents face severe risks; and (3) ensure the safety of the children while helping parents meet the work-related goals of the Personal Responsibility and Work Opportunity Reconciliation Act. Section 3 suggests steps that policymakers, service providers, private funders, and advocates might take to improve outcomes for and investments in young children in high-risk families. The brief's three appendices describe the "Starting Early Starting Smart" sites, list helpful national organizations and agencies, and provide contact information for several programs. (Contains 63 endnotes.) (KB)

ED 438 962   PS 028 413

Robertson, Robert E.
Food Assistance: Financial Information on WIC Nutrition Services and Administrative Costs. United States General Accounting Office Report to Congressional Committees.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Federal Programs; Financial Support; National Surveys; *Nutrition; Program Administration; Program Budgeting; *Program Costs; *State Federal Aid
IDENTIFIERS- Nutrition Services; *Women Infants Children Supplemental Food Program

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a federally funded nutrition assistance program administered by the Department of Agriculture's (USDA) Food and Nutrition Service (FNS). Responding to Congressional requests for information regarding program costs, this report provides information on: (1) funding sources and amounts, and in-kind contributions received by state and local WIC agencies and Indian tribal organizations for WIC services and administration; (2) amount and type of expenditures made by these agencies and Indian tribal organizations; and (3) extent to which FNS and USDA identified questionable expenditures. Information was collected by surveying state-level WIC agencies in the 50 states, the District of Columbia, American Samoa, Puerto Rico, Guam, the U.S. Virgin Islands, 33 Indian tribal organizations, and 1,780 local WIC agencies. Findings indicate that state-level agencies and Indian tribal organizations received $1.08 billion in federal funds for fiscal year (FY) 1998. Another $57 million was received by state and local agencies and Indian tribal organizations from nonfederal sources. Local agencies received about $846 million. In-kind contributions were most often provided by local governments in the form of facilities, maintenance, utilities, and computers. Of the $1.14 billion available, about $1.1 billion was expended for WIC nutrition services and administration in FY 1998. The vast majority of expenditures for all agencies and Indian tribal organizations was for direct costs. Salary and benefit costs accounted for the largest percentage of direct costs. (Eight appendices describe the study methodology and contain data tables.)

ED 438 963   RC 022 124

Rodriguez, Ester Ruiz
Embarazadas y maltratadas (Pregnant and Abused): Domestic

for addressing gendered meanings and other issues of diversity in the outdoors; research must emphasize critical analyses in addition to personal experience; and empowerment is emerging as an important theme that could benefit all outdoor educators. (Contains 58 references.) (TD)

ED 438 980 RC 022 285

Moorman, Marta
Factors Affecting the Personal and Social Outcomes of Organized Camping.
PUB DATE- 98
NOTE- 11p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, IN, January 9-11, 1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Camping; *Child Development; Children; Individual Development; *Interpersonal Competence; *Resident Camp Programs; *Self Concept; Self Esteem; *Social Development; Surveys

A study examined features of camps and camp staff that might affect the personal and social benefits of organized camping for children. Questionnaires were completed by 29 camp directors and 270 campers aged 8-14 from 33 residential camps across the United States. Results indicate that higher personal and social outcomes were associated with lower-priced camps, significantly increased social scores were associated with accredited camps and general camps, and the occurrence of unusual incidents was associated with increased personal outcomes. Coed sports had a negative affect on personal and social outcomes. Directors with bachelors degrees showed higher social outcomes in their campers than directors with graduate degrees, and the director's undergraduate and graduate majors both significantly affected personal means of the campers, with majors in recreation and physical education being associated with higher personal outcomes, compared to a degree in education or an unrelated field. Among the campers, girls had significantly higher personal and social outcomes than boys, experienced campers had higher personal outcomes than those who had never attended camp before, and campers surveyed at camp had higher social outcomes than those who were surveyed 6 months after returning home. Suggestions for further research include determining if the negative effect of mixing sexes continues through a wider age span, and whether competition is having negative effects on children. (Contains 24 references.) (TD)

ED 438 981 RC 022 286

Paxton, Todd; McAvoy, Leo
Self-Efficacy and Adventure Programs: Transferring Outcomes to Everyday Life.
PUB DATE- 98
NOTE- 9p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, IN, January 9-11, 1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Individual Development;

Calderoni, Jose
Telesecundaria: Using TV To Bring Education to Rural Mexico. Education & Technology Technical Notes Series, Vol. 3, No. 2.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Active Learning; Costs; *Distance Education; Educational Practices; *Educational Television; Foreign Countries; Inservice Teacher Education; Junior High Schools; Relevance (Education); *Rural Education; School Community Relationship
IDENTIFIERS- *Mexico; *Telesecundaria

Mexico's television-based rural education program, Telesecundaria, has been in operation for over 30 years, and now serves almost 800,000 students in grades 7-9 in 12,700 rural communities. Communities can initiate a Telesecundaria program by providing at least 15 primary school completers with a place to study. The national and state education ministries provide the rest--a teacher, television, signal decoder, satellite dish, wiring, the instructional program, books, and teacher training. Lessons consist of a 15-minute televised program, followed by a guided 35-minute teacher-student dialogue, and a 10-minute break before the next lesson begins. Throughout the curriculum, there is an emphasis on students playing an active role in engaging the community in efforts to improve their quality of life. Courses are designed to involve students in group activities and to be relevant to the students' rural environments. Inservice training of Telesecundaria teachers is also provided through televised programs. Almost 75 percent of Telesecundaria students successfully complete grade 9, 21 percent continue on to high school, and 15 percent pursue technical careers. A complete breakdown of costs is presented. The satellite that distributes the program reaches beyond Mexico--Panama, Costa Rica, and Guatemala are now using it. Future plans include opening 4,500 new Telesecundaria schools, a high school program, a junior high school program for adults, and use of computers and the Internet in schools with access to telephone lines. (TD)

ED 439 000 RC 022 329

Haque, Riffat; Batool, Syeda Najeeba
Climbing the Ladder: A Case Study of the Women's Secondary Education Programme of Allama Iqbal Open University, Pakistan. Innodata Monographs 4.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Distance Education; Educational Change; Educational Practices; Empowerment; Foreign Countries; Outcomes of Education; Relevance (Education); *Rural Education; Rural Women; Secondary Education; Vocational Education; *Womens Education
IDENTIFIERS- *Allama Iqbal Open University (Pakistan); Single Sex Classes

The Allama Iqbal Open University of Pakistan started the Women's Secondary Education Project through distance learning in 1986. It was designed to meet the educational needs of rural women solving, and the inability to think critically. Standardized tests should provide baseline data about the students' problem-solving skill level previous to the intervention. Review of the literature revealed that the educational system emphasizes the end result as opposed to the learning process, which may be a factor in the negative attitude students have toward problem solving. The literature review also shows several solution strategies. After considering the needs of the targeted students, the following categories of major interventions were selected: (1) cooperative learning; (2) multiple intelligences; and (3) Problem Solving Teaching (PST). Various strategies within each category were employed. Post-intervention data indicate an improvement in the problem-solving abilities of the targeted students. The post intervention student survey also shows a more positive attitude toward problem solving. (Contains 27 references.) (Author/NB)

ED 439 019 SE 063 257

Hore-Lacy, Ian
Nuclear Electricity. 5th Edition.
PUB DATE- 99
NOTE- 100p.; Published by the Uranium Information Centre Ltd. in association with the Minerals Council of Australia and the Canadian Nuclear Association.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Electricity; Elementary Secondary Education; Environmental Influences; Foreign Countries; Higher Education; *Nuclear Energy; Nuclear Technology; Physical Sciences; *Science Education

Educators must address the need for young people to be informed about both the scientific concepts and the reasons for controversy when dealing with controversial issues. Young people must be given the opportunity to form their own opinions when presented with evidence for conflicting arguments. Previous editions of "Nuclear Electricity" have provided helpful data and references about nuclear energy as well as the production of electrical energy from other sources. This book maintains the educational philosophy of previous editions while providing much more recent data and references. Most importantly it retains the challenge for everyone, especially young people, to be as open-minded and well-informed as possible. Chapters focus on energy use; electricity; nuclear power; the front and back end of the nuclear fuel cycle; environment, health, and safety issues; and avoiding weapons proliferation. (Contains 14 references.) (ASK)

ED 439 020 SE 063 262

High School Assessment Program: Algebra.
PUB DATE- 99
NOTE- 48p.; For High School Assessment Programs Series on Geometry and Science, see SE 063 263-264.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Algebra; Classroom Communication; Educational Technology; High Schools; *Mathematics Education; *Student Evaluation; Thinking Skills
IDENTIFIERS- Maryland

This booklet presents the high school assessment program for algebra by listing Maryland's Core Learning Goals. The match of analyzing how social, economic, and political changes impact work and family dynamics by examining issues from Hungary, a country in transition. The unit can be used in family relations or sociology courses for grades 11-12 in high school or at the undergraduate college level. The unit is divided into the following detailed sections: (1) "Objective"; (2) "Rationale"; (3) "Performance Objectives" (which meet Missouri Show-Me Standard Performance Objectives); (4) "Strategies"; (5) "Materials"; (6) "Critical Questions"; and (7) "Evaluation." (BT)

ED 439 043 SO 030 781

Williams, Kristin
The Holocaust in Poland and Hungary: Resources for an Integrated Unit on the Holocaust Presented to the Polish-U.S. Fulbright Commission. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 23p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-780.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *European History; Foreign Countries; High Schools; Integrated Activities; *Jews; *Nazism; Social Studies; *World Literature; *World War II
IDENTIFIERS- Concentration Camps; Fulbright Hays Seminars Abroad Program; *Holocaust; Hungary; Poland; Wiesel (Elie)

These materials have been designed for teachers in order to help students make more connections in their learning about the Holocaust. Written to enhance and supplement existing units in world history and world literature curricula in a California high school, the following materials have been prepared for the project: small group presentations of historical readings; a background lecture on the Holocaust in Poland and Hungary; the description of a slide presentation of Auschwitz Birkenau; and Hungarian and Polish poetry with reflective journal topics. These materials help to integrate World War II topics in history and literature. The world literature class uses Elie Wiesel's "Night" as its primary text for the Holocaust unit, while the world history class uses "History of the World: The Modern Era" as the primary text. (BT)

ED 439 044 SO 031 050

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers, 1999.
PUB DATE- 99
NOTE- 507p.; For volume 7, See SO 029 540. Published 3 times a year.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- *Activism; Adolescent Literature; Art; Athletes; Biographies; *Childrens Literature; Cultural Education; Elementary Secondary Education; Literature; Music; Nonfiction; Popular Culture; Reading Materials; Role Models; Social

Primary Sources
IDENTIFIERS- *African Americans; Political History

The last 30 years of U.S. political history have seen dramatic strides in the impact that minorities play in U.S. politics. This first volume of a two-volume set addresses the historical and contemporary impact of two of the largest minority groups in the United States. Divided into two sections, the encyclopedia addresses the political struggles of African Americans and Asian Americans. The work draws attention to those events, people, and ideas that have shaped, and will continue to shape, the political dialogue of a diverse country. The entries cover people, events, court cases, movements, and organizations that have shaped the political struggles of these 2 groups. Longer entries address some of the key issues that face minorities in U.S. politics today. These "issue entries," such as those on affirmative action, immigration, bilingual education, and political participation were written to give context to current politics and to show how these issues might be resolved. For example, the entry for education identifies Booker T. Washington, the Tuskegee Institute, and W.E.B. DuBois. The passage also discusses Brown v. Board of Education, de facto segregation, and separate but equal. Every entry has a bibliography that can serve as the next step for further research by the user of the volumes. In addition to bibliographies, entries are cross-referenced internally through the use of bold-faced type and "See also" listings at the end of the entry to offer other areas the reader may want to investigate. Appendixes include reprints of selected important documents and speeches; a directory of organizations that are directly or indirectly involved in politics is provided for each minority group; and a timeline. (BT)

ED 439 065   SO 031 447

Schultz, Jeffrey D., Ed.; Haynie, Kerry L., Ed.; McCulloch, Anne M., Ed.; Aoki, Andrew L., Ed.
Encyclopedia of Minorities in American Politics. Volume 2: Hispanic Americans and Native Americans. The American Political Landscape Series.
PUB DATE- 00
NOTE- 373p.; Foreword by Helen Thomas. For volume 1, see SO 031 446.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- American Indians; Citizenship; Civil Rights; Encyclopedias; *Ethnic Groups; *Government (Administrative Body); Hispanic Americans; Information Sources; *Minority Groups; *Politics; Primary Sources
IDENTIFIERS- *Native Americans; Political History

The last 30 years of U.S. political history have seen dramatic strides in the impact that minorities play in U.S. politics. This second volume of a two-volume set addresses the historical and contemporary impact of two of the largest minority groups in the United States. Divided into two sections, the encyclopedia addresses the political struggles of Hispanic Americans and Native Americans. The work draws attention to those events, people, and ideas that have shaped, and will continue to shape, the political dialogue of a diverse country. The entries cover people, events, court cases, movements, and organizations that have shaped the political struggles of these 2 groups. Longer entries address some of the key issues that face minorities in U.S. politics today. These "issue entries," is also strongly student-centered. The lessons are based on the elements and principles of design. New skills and techniques are introduced, and most of the lessons can easily incorporate the tenets of discipline-based art education. Each of the lessons enhances the student's individual self-expression and problem-solving ability. Multi-cultural connections are the basis of many of the projects. The book is divided into two parts. Part 1 contains information about managing the art program and includes handouts on developmental characteristics of students as they apply to art; ideas for incorporating art history and appreciation into art and classroom projects; and tips concerning safety practices, special needs students, photographing student work, matting work, bulletin boards, writing lesson plans, sample lesson plans, grant writing, and advice for the substitute teacher. Part 2 is divided into 9 units on various techniques such as projects using paper, drawing materials, ceramics, three-dimensional materials, architecture, painting, and new technology. Directions for each project are on the "student" pages and everything in this book is reproducible and copyright free for an individual classroom. A special feature of this kit is the more than 50 museum photos, both black-and-white and color. (LB)

ED 439 085   SO 031 676

Lin, Jing
Democratic Education: A Historical and International Perspective.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Education; *Democracy; Educational History; Global Approach; *International Education; Student Rights
IDENTIFIERS- Dewey (John); Greene (Maxine)

This paper argues that to build and sustain a democracy, people must continue to review and learn from lessons that humanity has acquired. Historically they must look beyond their local communities and their own countries to see that democracy is still a struggle going on in other parts of the world, and sometimes it is a life and death struggle. Democratic education entails teaching students never to take their rights and freedoms for granted. The theory of democratic education was developed by John Dewey and elaborated on by Maxine Greene. To conduct democratic education from a historical perspective, one of the teacher's tasks is to reveal how socio-political systems, the mass media, and education can indoctrinate, justify, and reinforce oppression and cruelty. To present democratic education from an international perspective, students need to understand that: (1) contextually, people are living in a global village; (2) democracy means allowing multiple perspectives and listening to multiple voices; (3) comparison helps people to gain new perspectives; (4) comparison can shed light on present conditions and provide a vision for the daily struggle to improve society; and (5) comparison can familiarize people with and help them develop empathy, respect, and understanding toward others. (Contains 12 references.) (BT)

ED 439 086   SO 031 704

Kleiner, Brian; Chapman, Chris

directors, school district officials, elementary principals, and elementary teacher leaders. Interviews examined university directors' perspectives on the process of selecting cooperating teachers, and investigated school district officials' criteria for selecting cooperating teachers and placing student teachers. Focus groups gathered the personal experiences of elementary principals. Each participant shared in the decision-making process regarding student teacher placement, but decisions were made via a series of small decisions. No participants were able to see the whole situation in systemic terms, but rather saw only their own role when their part of the process surfaced. One university placement director estimated that only 10 percent of placement decisions were made in a thoughtful manner. Principals could not describe objective, written criteria for selecting cooperating teachers. There was little or no coordination between the formal organizations of universities and school districts. (Contains 50 references.) (SM)

ED 439 105 SP 039 056

Jin, Lijun; Cox, Jackie L.
Inquiring Minds Want To Know: Does the Clinical Supervision Course Improve Cooperating Teachers' Supervisory Performance?
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Supervision (of Teachers); *Cooperating Teachers; Elementary Secondary Education; Faculty Development; *Feedback; Higher Education; Inservice Teacher Education; Observation; Preservice Teacher Education; Student Teachers; *Supervisory Methods; Supervisory Training; Teacher Improvement
IDENTIFIERS- Supervisor Supervisee Relationship

This study examined the effects of a clinical supervision course on cooperating teachers' supervision of student teachers. Participants were cooperating teachers enrolled in a clinical supervision class in which supervision strategies were introduced and modeled. Before supervision theories and techniques were introduced, participants completed interviews that asked how they provided feedback to student teachers. Most reported using informal conversation, and some indicated formal observations. Throughout the course, the instructor introduced and modeled several observation strategies: selective verbatim, verbal flow, at task, class traffic, interaction analysis, anecdotal notes, global technique, narrative technique, and observation checklist. Cooperating teachers were not mandated to try every strategy as part of the course. During the semester following the course, 11 participants worked with student teachers. Researchers observed a post-observation conference by each cooperating teacher to determine whether any of the techniques from class were evident. Six cooperating teachers implemented only one newly learned supervisory technique after the course ended. Ten cooperating teachers continued to implement techniques they had used prior to the supervision course. Teachers reported that the course helped clarify what the university wanted its students to accomplish and what assistance was available to them in working with student teachers. (Contains 14 references.) (SM)

NOTE- 24p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Montreal, Quebec, Canada,
April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty
Development; Inservice Teacher Education; Program
Effectiveness; Teacher Collaboration; *Teacher Improvement;
Teachers; *Teamwork

This study investigated the perceptions of teachers regarding their own professional development along five distinct constructs (teaming, time, organizational support, communication, and professional responsibility). It also compared the perceptions of teachers utilizing a team-based approach to professional development with the perceptions of those who did not. Teachers in five public school districts in Pennsylvania completed the Professional Development Inventory. All of the districts were participating in an integrated framework project which focused on the integration of arts, history, civics, English, and geography through team-based professional development. Results indicated that teachers considered teaming to be the most significant factor, followed by communication and time. The paper discusses a professional development model that includes the specific components found to make a difference between successful and unsuccessful sites (board support, utilization of research to support instruction, common planning time, team teaching opportunities, administrative cooperation, and recognition). (Contains 13 references.) (SM)

ED 439 126 SP 039 085

Helsby, Gill
Changing Teachers' Work: The "Reform" of Secondary Schooling.
Changing Education Series.
PUB DATE- 99
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Change Strategies; *Educational
Change; Educational Policy; Faculty Development; Foreign
Countries; National Curriculum; Politics of Education; School
Organization; Secondary Education; Teacher Improvement;
Teaching Conditions; Teaching Methods
IDENTIFIERS- England; *Reform Efforts; Technical and Vocational
Education Initiative

This book examines the effects of reforms in some countries' national education systems, noting that far from improving education, they have often made it more difficult for teachers to do a good job in the classroom. It focuses on how teaching has changed and continues to change in England's educational reform climate. The book argues that many reforms have created constraints and imposed excessive bureaucratic requirements that diminish both the confidence and the capacity of teachers to perform to the best of their ability. The book's chapters are: (1) "Changing Discourses for New Times"; (2) "Changing Teachers' Work: Structure, Culture and Agency"; (3) "Changing Frameworks, Changing Systems"; (4) "Changing What Teachers Teach"; (5) "Changing How Teachers Teach"; (6) "Changing Patterns of Association"; (7) "Changing Pace of Work"; (8) "Changes in Accountability"; (9) "Changes in School

IDENTIFIERS- Congeneric Tests; *Testlets

It has been shown that the fundamental assumptions associated with conventional one-factor measurement models are frequently violated in analyses of scores from a test composed of testlets. Eight different measurement models were conceptualized for this kind of situation, and the goodness of fit of each model was examined. Measurement models incorporating correlated errors appear to be more appropriate than conventional measurement models with uncorrelated error specifications when testlets are involved. Also, the congeneric assumption about part tests or items appears to be more plausible than the essentially tau-equivalent assumption for a test composed of testlets. The one-factor congeneric model with correlated error specifications would be the best measurement model for a test composed of testlets if dichotomously-scored items are used as unit of analysis. However, a congeneric model using passage (testlet) scores can be considered as an alternative for a test composed of testlets when passage (testlet) scores are used as the unit of analysis. (Contains 6 tables and 19 references.) (Author/SLD)

ED 439 146   TM 030 682

Ediger, Marlow
The Principal and Evaluation of Student Achievement.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Administrator Role; *Constructivism (Learning); Elementary Secondary Education; Evaluation Methods; Instructional Leadership; Performance Based Assessment; *Principals; *Student Evaluation

The role of the principal in evaluating student achievement is discussed in this paper. The principal is in a leadership position and has the duty of improving the ways in which students are evaluated. Educators often are blamed for poor academic achievement for which they really cannot be held responsible, but there certainly are areas in which principals can make a great difference in the evaluation of student achievement. Evaluation techniques chosen should be valid and reliable. Standardized tests do provide measures of student achievement, but the teacher is in a better position to write test items that really cover what is being taught. Taking a constructivist approach to evaluation through techniques such as portfolios is something a principal can foster. The principles of constructivism emphasize evaluating the student in context, assessing performance continually, providing feedback, strengthening student self-evaluation, and working collaboratively to promote student achievement. (SLD)

ED 439 147   TM 030 683

Guimaraes de Castro, Maria Helena
Education for the 21st Century: The Challenge of Quality and Equity.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Symposium "Brazilian Science and the Transition to Sustainability" (Rio de Janeiro, Brazil, April 29-30, 1999); organized by the Brazilian Academy of Sciences. Translated from the Portuguese by Graham Howells.
LANGUAGE- English

and report survey response rates of 50% or higher are included, for a total of 11 studies reviewed. These studies cover various geographic areas, labor market conditions, and welfare reform policies. Some general patterns emerge. The majority of welfare leavers are working. Shortly after leaving welfare for any reason, including sanction, half to two-thirds of welfare leavers were employed after a specific period of time. Those who remain off welfare tend to have higher employment rates than those who return to welfare, and those who left as a result of sanction have lower employment rates. Leavers usually have low-wage jobs, however, so their earnings remain low, despite high employment rates and number of hours worked. The average welfare leaver's earnings are below the poverty level, and most leavers report incomes that are lower than or similar to their combined earnings and benefits before leaving welfare. One-half to two-thirds of welfare leavers continue to receive Medicaid, while about half receive food stamps. Most families believe they are better off leaving welfare, but about a third report problems providing food, paying utility bills, and paying rent. A few studies found significant reliance on friends and family as a means of additional support. (Contains 10 end notes and 9 tables.) (SLD)

ED 439 168   UD 033 374

Ullman, Frank; Hill, Ian; Almeida, Ruth
CHIP: A Look at Emerging State Programs. New Federalism: Issues and Options for States. Series A, No. A-35. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Bros. Fund, New York, NY.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.
PUB DATE- 99
NOTE- 8p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; *Children; Eligibility; *Health Insurance; Health Services; *Low Income Groups; Poverty; Program Implementation; *State Programs
IDENTIFIERS- *Childrens Health Insurance Program

This brief provides a snapshot of the types and scale of expansions that states have adopted in the early implementation phase of the Children's Health Insurance Program (CHIP), a program to expand health coverage for low-income children up to age 19. In addition, the brief examines how coverage expansions vary in relation to state characteristics. Since the enactment of CHIP, nearly every state has taken advantage of optional authority to provide expanded health care coverage to children in low-income families. States with the lowest level of coverage prior to CHIP have expanded income eligibility the most during the 2 years of CHIP implementation, and states with the largest percentages of low-income uninsured children have increased their income eligibility thresholds to a greater

Ferguson, Ronald F., Ed.; Dickens, William T., Ed.
Urban Problems and Community Development.
PUB DATE- 99
NOTE- 628p.; Book is a product of the National Community
  Development Policy Analysis Network.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Community Change; *Community Development;
  *Neighborhood Improvement; *Urban Problems; Urban Youth

The essays in this collection promote a conception of community development that entails building practical capacities to improve the quality of life among residents of targeted neighborhoods. The causes, consequences, and potential solutions of urban problems that lie both inside and outside neighborhood borders are emphasized. The chapters are: (1) "Introduction" (Ronald F. Ferguson and William T. Dickens); (2) "Reconceiving the Community Development Field" (Ronald F. Ferguson and Sara E. Stoutland); (3) "Swimming against the Tide: A Brief History of Federal Policy in Poor Communities" (Alice O'Connor); (4) "Power, Money, and Politics in Community Development" (Margaret Weir); (5) "Community Development Corporations: Mission, Strategy, and Accomplishments" (Sara E. Stoutland); (6) "What 'Community' Supplies" (Robert J. Sampson); (7) "Security and Community Development" (Mark H. Moore); (8) "Schools and Disadvantaged Neighborhoods: The Community Development Challenge" (Clarence Stone, Kathryn Doherty, Cheryl Jones, and Timothy Ross); (9) "Rebuilding Urban Labor Markets: What Community Development Can Accomplish" (William T. Dickens); (10) "The Economics of Housing Services in Low-Income Neighborhoods" (Kenneth T. Rosen and Ted Dienstfrey); (11) "Inner-City Business Development and Entrepreneurship: New Frontiers for Policy and Research" (Ross Gittell and J. Phillip Thompson); (12) "Evaluating Community Development Programs: Problems and Prospects" (Peter H. Rossi); and (13) "Conclusion: Social Science Research, Urban Problems, and Community Development Alliances" (Ronald F. Ferguson). Each chapter contains references. (SLD)

ED 439 188   UD 033 403

Naylor, Larry L., Ed.
Problems and Issues of Diversity in the United States.
PUB DATE- 99
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; *Cultural Differences;
  *Diversity (Student); Elementary Secondary Education; *Equal
  Education; *Ethnic Groups; Social Discrimination; *Social
  Problems

A number of social problems created by cultural diversity in the United States seem to defy resolution. The essays in this collection address some of these issues and are designed to initiate serious discussions on some of the most serious questions. The chapters are: (1) "Introduction to American Cultural Diversity: Unresolved Questions, Issues, and Problems" (Larry L. Naylor); (2) "American Core Values and Questions of Diversity" (Danny M. Wilcox); (3) "Official and Unofficial Culture: The U.S. Navy" (Clementine K. Fujimura); (4) "The Persistence of Racism in America's Cultural Diversity" (Erma Jean Lawson and Vijayan Pillai); (5) "Discrimination and the presence of students with severe disabilities had no effect on the amount of instructional time. Research so far shows that being in an inclusive classroom does not hurt nondisabled students, and a growing body of research indicates that nondisabled students can gain a number of important benefits from relationships with their disabled classmates. Friendship, social skills, self-esteem, personal principles, patience, and an increased comfort level with people who are different are some of the benefits students may receive in the inclusive classroom. Teachers and administrators can support these benefits if they create classrooms that foster kindness, consideration, empathy, concern, and care for others. (Contains 16 references.) (SLD)

ED 439 207 UD 033 428

Coulton, Claudia J.
Restoring Communities within the Context of the Metropolis: Neighborhood Revitalization at the Millennium.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Neighborhood Improvement; Poverty; *Program Development; *Urban Problems

This paper examines trends that have contributed to the changing awareness and understanding of poverty and community in the United States. It also describes and comments on the recent amalgam of place-based and people-based approaches known as comprehensive community initiatives (CCIs) and community building that have grown up as a result of the new conceptions of urban poverty. The recent devolution of federal government responsibility has called on states and localities to develop new capacity to replace former programs and to enhance community control. A number of individual approaches to reducing poverty in city neighborhoods has been used, but as these approaches fall from favor for various reasons, the community development movement has been emerging. A relatively recent approach to restoring poor communities is CCIs and community building. CCIs are neighborhood-based efforts that assume that neighborhood transformation depends on developing capacity at the neighborhood level to define and effect responses to local needs on a sustained basis. Several principles drive most CCIs. They are usually designed to be resident-driven, comprehensive, collaborative, asset oriented, and sustainable. The extent to which these goals and principles can adequately address urban problems is not yet known. It is apparent that current efforts to restore poor communities through CCIs are not large enough to address the problems of cities. A national agenda to rebuild inner cities must bring substantially more resources to bear. (Contains 155 endnotes.) (SLD)

ED 439 208 UD 033 429

Coulton, Claudia; Pasqualone, Cara; Bania, Neil; Martin, Toby; Lalich, Nina; Fernando, Margaret; Li, Fang
How Are They Managing? A Six Month Retrospective of Cuyahoga County Families Leaving Welfare. Fourth Quarter of 1998 and First Quarter of 1999.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Ohio State Dept. of Human Services, Columbus.; Cuyahoga Board of County

moved from the school during the intervention. On the post-intervention interviews, five of the target children were able to identify a problem involving classroom conflict, and three could provide at least one solution to the problem. Five of the students reduced their aggressive and impulsive behaviors by at least 20 percent from baseline data. Five of the students were able to describe physical signs of anger and state three ways to reduce angry feelings. All students were able to identify all six emotions on the post-intervention interview. (Twenty-three appendices include data collection forms, results, and sample letters to parents. Contains 61 references.) (KB)

ED 438 908 PS 028 326

Berrick, Jill Duerr; Needell, Barbara; Barth, Richard P.; Jonson-Reid, Melissa
The Tender Years: Toward Developmentally Sensitive Child Welfare Services for Very Young Children. Child Welfare Series.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption; Case Studies; Caseworker Approach; Child Abuse; Child Development; *Child Welfare; Developmentally Appropriate Practices; *Foster Care; Group Homes; Infant Care; Poverty; *Preschool Children; Public Policy; *Social Services; Textbooks; *Welfare Services
IDENTIFIERS- Child Placement; Kinship Foster Care; Permanency Planning (Foster Care)

Although the United States has seen a record influx of infants, toddlers, and preschool-aged children into the foster care system in the past decade, there has not been an accompanying shift in policy or practice to attend to the developmental issues these younger children bring to child welfare. This textbook addresses the spectrum of child welfare services for young children and applies a guiding developmental framework to discussions on poverty, child maltreatment, foster care, reunification, unstable placements, kinship care, and group care. The book begins with an overview of child development theory, examines child abuse reporting patterns, and discusses placement in foster care, reunification, and adoption. The book also looks at public child welfare practice, featuring examples of the children and families served by this system. An analysis of the differences between the foster care experiences of very young children and those of older children is offered, emphasizing the way the child welfare system deals with infants. The book also discusses the interrelationship of child welfare practice, child development outcomes, and public policy. Finally, the book offers a fundamental framework for decision making in child welfare when young children are involved, and recommends specific changes in policy and practice aimed at moving the system toward greater developmental sensitivity. The book's appendix details the methods used for new findings presented in the book, based largely on data from the California Children's Services Archive. (Contains approximately 310 references.) (KB)

ED 438 909 PS 028 327

answering, "Where do young children now spend their days?" and (9) "Early Learning," answering, "How well are children growing and developing?" Two articles are appended: (1) "Evaluating Connecticut Welfare Reform: MDRC and Yale-Berkeley Studies"; and (2) "Comparing GUP Children, Mothers, and Child Care Quality to National Norms." (EV)

ED 438 925 PS 028 343

St. Pierre, Robert G.; Ricciuti, Anne; Creps, Cynthia
Synthesis of Local and State Even Start Evaluations, 2000.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 00
NOTE- 49p.; For the 1994-1997 final report of the national evaluation of Even Start, see ED 427 889. For the 1998 report of Even Start, see ED 427 890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; Early Childhood Education; *Early Intervention; Evaluation Research; *Family Literacy; Models; Program Descriptions; Program Effectiveness; *Program Evaluation; Program Improvement; Young Children
IDENTIFIERS- *Even Start; Outcome Oriented Evaluation

The Even Start program, designed to demonstrate ways of implementing and delivering family literacy services, has had strong evaluation requirements since its inception. An analysis was conducted to determine the types of evaluations programs had conducted and their findings concerning Even Start outcomes. A convenience sample of 4 state evaluations and 118 local evaluations from 19 states were used for the analysis. Findings indicated that programs rarely used data for program management and improvement. Almost all evaluations reported some information on project implementation, including descriptions of project structure and activities, recruiting and retaining families, and working with collaborative agencies. More than three-quarters of the evaluations contained information about program outcomes, although none incorporated the use of control or equivalent comparison families. Twenty-four evaluations were selected for detailed examination of outcomes. These evaluations showed consistent positive gains on measures of child and adult development. Half the reports gauged the size of outcomes by making comparisons to national data, to evaluations of other early childhood or adult education programs, or to normal development. Because local studies did not provide much useful information to local project directors, State Coordinators, or to the Department of Education, several recommendations were made, including changes in Even Start legislation language, provision of guidance regarding the amount of funding needed for conducting evaluations focusing on program improvement, and the establishment of a community of local evaluators. (Includes a list of principles for the continuous improvement approach.) (KB)

ED 438 926 PS 028 344

Haugland, Susan W.
Computers and Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Condensed from "What Role Should Technology Play in

IDENTIFIERS- North Carolina; Smart Start NC

Smart Start is North Carolina's model early childhood initiative to help all North Carolina children enter school healthy and prepared for success. This resource guide, in Spanish and English versions, is designed to provide parents with information on infant and child development, health care, and resources for further assistance. Presented in an easily displayed, calendar-type format, information on typical child development is organized in chronological order for the following age groups: newborn, 1-2 months, 3-4 months, 5-6 months, 7-9 months, 10-12 months, 13-15 months, 16-18 months, 1.5-2 years, 2.5 years, 3 years, 4 years, and 5 years. Suggestions are provided for ways parents can enhance their child's development, make their environment safe, and keep them healthy. Space is provided in each age group section for parents to attach their child's photograph and note their child's length, weight, sleeping habits, new skills and talents, and favorite items and activities. Specific information is provided on responding to crying infants, obtaining help if parents are concerned about their child's development, and recognizing quality child care; the recommended childhood immunization schedule is also provided. The guide concludes with a list of contacts for the state's Smart Start sites in each county. (KB)

ED 438 945 PS 028 382

Thomas, Alain
Valuing Evaluation: A Practical Approach to Designing an Evaluation That Works for You. Working Papers in Early Childhood Development 26.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Program Effectiveness; *Program Evaluation; Self Evaluation (Groups); Workshops
IDENTIFIERS- Indicators

This paper synthesizes a 1-day workshop held in Israel in May 1997 on behalf of the National Council for the Child with the support of the Bernard van Leer Foundation and attended by representatives of projects and organizations involved in promoting early childhood development. The goal of the workshop was to help participants design and carry out an evaluation of their own project without having recourse to an outside expert. Topics covered in the report include: (1) identifying barriers to evaluation; (2) definitions of evaluation; (3) reasons for evaluation; (4) identifying the aims of evaluation; (5) focusing the evaluation; (6) ways of finding information; (7) generating indicators; and (8) implementing an evaluation. (KB)

ED 438 946 PS 028 385

Santos, Rosa Milagros; Reese, Debbie
Seleccionando materiales adecuados cultural y linguisticamente: Sugerencias para los proveedores de servicios (Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers). ERIC Digest.

Violence among Latinas. JSRI Occasional Paper No. 44. Latino Studies Series.
PUB DATE- 99
NOTE- 15p.; Adapted from a paper presented at the "Innovations in Chicano Psychology: Looking toward the 21st Century" Conference (East Lansing, MI, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Battered Women; Cultural Influences; *Family Violence; Incidence; *Mexican Americans; Mexicans; *Pregnancy; Prenatal Influences; Prevention; Rural Urban Differences; Self Esteem
IDENTIFIERS- *Latinas

This paper examines the prevalence of domestic violence directed against pregnant women of Mexican origin. About 18 percent of Hispanic women experience abuse by a partner. Over half of abused women incur injuries during pregnancy, which subjects the fetus to significant risks of preterm birth, low birth weight, injury, or death. Interviews and focus groups were conducted with 521 Mexican American and Mexican women at prenatal care facilities in rural and urban U.S. sites and an urban Mexican site. Overall prevalence of abuse was 8.8 percent but ranged from 17.5 percent at the rural U.S. site to 3.8 percent at the urban U.S. site. Overall prevalence of abuse during pregnancy was 6.2 percent and ranged from 2.7 to 11.4 percent across sites, with the rural U.S. site highest. Although rural U.S. women reported more abuse, urban U.S. and Mexican women reported more severe abuse. Compared to nonabused women, abused women had lower self-esteem and higher acculturation levels. No differences were found in delay in seeking prenatal care. Focus group results revealed the women's thoughts concerning battered women, battered pregnant women, what constitutes battering, the role of Mexican culture in abuse, the role of alcohol and other contributing factors, factors that discourage abuse, helpful strategies for battered women, and awareness of available resources. Recommendations cover primary prevention strategies, including health education for secondary school students, and research needs. (Contains 35 references.) (SV)

ED 438 964 RC 022 125

Pedraza, Silvia
The Contribution of Latino Studies to Social Science Research on Immigration. JSRI Occasional Paper No. 36. Latino Studies Series.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; Ethnic Studies; Higher Education; *Hispanic Americans; Immigrants; *Immigration; Migrant Workers; *Migration Patterns; Minority Groups; Research Needs; *Scholarship; *Social Science Research; Sociology

This paper offers a conceptual "map" of issues and approaches in immigration research and illustrates features of the map with the significant contributions of Latino Studies to immigration research. One axis of the map concerns the time line of various waves of immigration. Although research on immigrants and immigration processes was a foundation of American sociology, Latino immigrants were largely ignored until the 1960s. In 1964, two Mexican social scientists published their research on

*Interpersonal Competence; Locus of Control; Outdoor Education; Personal Autonomy; Program Effectiveness; *Self Efficacy; *Self Motivation; Surveys; *Transfer of Training
IDENTIFIERS- *Outward Bound

A study examined the effect of adventure programs on participants' self-efficacy immediately following an adventure program experience and whether increased self-efficacy transferred to the participants' daily lives after the adventure experience. Sixty-eight participants aged 18-29 in a series of 21-day Outward Bound courses were given a pretest on the first day of the course, a posttest on the last day of the course, and a second posttest 6 months later. Three areas of self-efficacy were examined: general, interpersonal, and socio-political. All scales showed an increase from the pretest to the first posttest. Six months after the course, the second posttest showed an increase in all scales, indicating a carryover to everyday life. The areas of work-efficacy and judgment showed particularly large increases after 6 months. The same surveys administered to a control group showed no significant changes between the pretest and either posttest. (Contains 36 references.) (TD)

ED 438 982 RC 022 287

Quinn, Thomas James
Validity and Reliability of the Outdoor Education Practicum Questionnaire.
PUB DATE- 98
NOTE- 24p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, IN, January 9-11, 1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Affective Measures; *Anxiety; Higher Education; Locus of Control; Outdoor Education; Physical Education; Program Evaluation; *Reliability; *Student Attitudes; Student Surveys; *Validity
IDENTIFIERS- Control of Outcomes; State University of New York Coll at Cortland

An instrument was developed to measure perceived levels of anxiety of students enrolled in a resident outdoor adventure education course, and to confirm four underlying factors that contribute to anxiety in such settings. These factors are level of control, program inadequacies, personal inadequacies, and level of comfort. A 53-item Outdoor Education Practicum (OEP) questionnaire that employed the certainty method of scaling was field tested with 440 students from the State University of New York College at Cortland enrolled in the physical education teaching certification program and the recreation program. The instrument was determined to be sufficiently reliable by applying Cronbach's alpha, an internal consistency technique, to the pretest data, and by employing an identical procedure with the field test data. The validity of the OEP questionnaire was established by surveying the literature, questioning students similar to those used in the study, and exposing the questionnaire to a panel of experts. Analysis of the parameter and overall estimates supported the proposed four-factor model. However, the model fit the data only moderately. High correlations between the latent variables, moderate factor loadings, and relatively high error estimates indicate that the variance in the data may be explained better by a different model. Studies that involve triangulation techniques of self-who are denied access to the formal education system because of social and economic constraints. The distance education method suited these women because by studying at home they were able to combine their education with domestic duties. The course consists of self-study course books, supplemented with audiocassette materials, a study guide, and radio and television courses. Once a week, students go to a local study center for tutoring. Many of the courses are of a functional nature and include various vocational skills. The certificate awarded is equivalent to those awarded by the Boards of Intermediate and Secondary Education in Pakistan. The program has been very popular; 3,000 students have completed the program, and approximately 6,000 are foreseen for upcoming enrollment. This group of women will have tremendous impact on the development of society as a whole. Graduates have become teachers, health workers, social workers, and skilled women able to contribute financially to their families. They have gained confidence, self-esteem, and financial independence. Parents, husbands, brothers, in-laws, local communities, and religious leaders have all recognized the quality of the program. The program was expanded first to include urban women and most recently to include males. An appendix lists courses offered. Six data tables outline distance-education advantages and program outcomes. (Contains 10 references.) (TD)

ED 438 001   RC 022 330

Collins, Timothy; Branham, Dan
Developing Shared Youth and Adult Leadership within Communities.
SPONS. AGENCY- AEL, Inc., Charleston, WV.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.; Presented at the Annual Meeting of the National Rural Education Association (Colorado Springs, CO, October 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Change Strategies; Citizenship Responsibility; Community Development; Community Involvement; Educational Change; Elementary Secondary Education; *Leadership; Leadership Qualities; Participative Decision Making; *Politics of Education; *Role of Education; Rural Development; *Rural Schools; *School Community Relationship
IDENTIFIERS- Sense of Community; Social Capital

This paper proposes a model in which the rural school becomes an active agent in community economic development through leadership development and civic education. Families, school, and community are the three pillars of public education, and the concept of community engagement is crucial to rebuilding this educational partnership and creating an atmosphere conducive to building leadership that sustains both the school and the community. Whereas community involvement is coordinated by school officials to fill school needs and communication is from the top down, community engagement emphasizes two-way communication. School administrators provide leadership, but they also cultivate leadership in the community by coordinating talents and skills of community members, listening to citizens' concerns, and building the trust necessary to engage in reforms to improve the school's performance. Obstacles exist in four categories: systemic (inside and outside the school system) and content indicators and the skills for successful elaborations in thinking, communication, and technology regarding algebra are discussed. (ASK)

ED 439 021 SE 063 263

High School Assessment Program: Geometry.
PUB DATE- 99
NOTE- 32p.; For High School Assessment Program Series on Algebra and Science, see SE 063 262 and 264.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Classroom Communication; Educational Technology; *Geometry; High Schools; *Mathematics Education; *Student Evaluation; Thinking Skills
IDENTIFIERS- Maryland

This booklet presents the high school assessment program for geometry by listing Maryland's Core Learning Goals. The match of content indicators and the skills for successful elaborations in thinking, communication, and technology regarding geometry are discussed. (ASK)

ED 439 022 SE 063 264

High School Assessment Program: Science.
PUB DATE- 99
NOTE- 45p.; For High School Assessment Programs series on Algebra and Geometry, see SE 063 262-263.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Classroom Communication; Educational Technology; High Schools; *Science Education; *Student Evaluation; Thinking Skills
IDENTIFIERS- Maryland

This booklet presents the high school assessment program for science education by listing Maryland's Core Learning Goals. The match of content indicators and the skills for successful elaborations in thinking, communication, and technology regarding science education are discussed. (ASK)

ED 439 023 SE 063 265

Butzow, Carol M.; Butzow, John W.
Science through Children's Literature: An Integrated Approach. Second Edition.
PUB DATE- 00
NOTE- 205p.; Illustrated by Hannah L. Ben-Zvi.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Biological Sciences; *Childrens Literature; *Content Area Reading; Earth Science; Elementary Education; Elementary School Science; *Interdisciplinary Approach; Physical Sciences; *Science Instruction; Space Sciences; Teaching Methods

The purpose of this book is to suggest an alternative approach to the teaching of elementary science in light of more contemporary definitions of both reading and science. This method utilizes well-selected and conceptually and factually correct works of narrative children's literature. Although the method is most easily applied with picture books aimed at grades K-4, it is also possible to employ it in higher grades using chapter books, or by excerpting longer narrative works

Studies; Student Interests; Supplementary Reading Materials; United States History; Visual Arts; World History

This document is the eighth volume of a series designed and written for the young reader aged 9 and above. It contains three issues and covers individuals whom young people want to know about most: entertainers, athletes, writers, illustrators, cartoonists, and political leaders. The publication was created to appeal to young readers in a format they can enjoy reading and readily understand. Each entry combines at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies and honors and awards. Each of the entries ends with a list of easily accessible sources (both print and electronic) to lead the student to further reading about the individual. Obituary entries also are included, written to provide a perspective on an individual's entire career. This volume includes profiles of: Sarah Michelle Gellar, John Glenn, Lynn Johnston, Shari Lewis, Oseola McCarty, Mark McGwire, Frank Sinatra, Sammy Sosa, Venus Williams, Jennifer Aniston, Kobe Bryant, Sharon Draper, Savion Glover, Jeff Gordon, David Hampton, King Hussein, Shania Twain, Mitsuko Uchida, Jesse Ventura, Ben Affleck, Maurice Ashley, Sadie Delany, Bessie Delany, Lauryn Hill, Slobodan Milosevic, Natalie Portman, J. K. Rowling, Gene Siskel, John Stanford, and Natalia Toro. (LB)

ED 439 045 SO 031 179

Ybor City: Cigar Capital of the World. Teaching with Historic Places.
PUB DATE- 99
NOTE- 27p.; "Written by the participants of the 46th National Preservation Conference, National Trust for Historic Preservation, Miami, Florida."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Community Characteristics; *Cubans; Historic Sites; *Immigrants; Immigration; Intermediate Grades; Local History; *Manufacturing; Primary Sources; Secondary Education; Social Studies; *Tobacco; *United States History
IDENTIFIERS- *Florida (Ybor City); National Register of Historic Places; Spanish American War

This lesson provides a case study about a U.S. immigrant community of the late 19th and early 20th centuries, and offers a contrast to the typical textbook coverage which emphasizes immigration from eastern and southern Europe to the big cities of the northern United States. The lesson focuses on Ybor City (now part of Tampa, Florida); it was a multi-ethnic, multi-racial industrial community in the Deep South, a section that traditionally had little industry and few immigrants. Explaining that the popularity of Cuban cigars in the United States combined with a high tariff on cigar imports led some Cuban cigar factory owners to move their factories to Florida and other parts of the United States, the lesson delineates the community of Ybor City with its Cuban immigrant life during the 1890s. Spaniards, Italians, Germans, and Romanian Jews also worked in the industry. The lesson is divided into the following sections which include maps, readings, photographs, and activities: (1) "Florida and Cuba"; (2) "The History of Ybor City"; (3) "Ybor City's Cigar Workers/Cigar Manufacturing Details"; (4) "Ybor City, Jose Marti, and the Spanish-American such as those on affirmative action, immigration, bilingual education, and political participation were written to give context to current politics and to show how these issues might be resolved. For example, the entry for education features a discussion of bilingual education, assimilation, boarding schools for Indian children, the Meriam Report of 1928, and the Bureau of Indian Affairs. Every entry has a bibliography that can serve as the next step for further research by the user of the volumes. In addition to bibliographies, entries are cross-referenced internally through the use of bold-faced type and "See also" listings at the end of the entry to offer other areas the reader may want to investigate. Appendixes include reprints of selected important documents and speeches; a directory of organizations that are directly or indirectly involved in politics is provided for each minority group; and a timeline. (BT)

ED 439 066　　　　SO 031 458

Paulston, Rolland G.
Imagining Comparative Education: Past, Present, Future.
PUB DATE- 00
NOTE- 22p.; Not all pages may reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; Educational History; Educational Research; Educational Trends; Futures (of Society); *Hermeneutics; Higher Education; *Imagination
IDENTIFIERS- Foucault (Michel)

This study is shaped by several concerns: the desire to address the future of comparative education, and the desire to argue that the future as well as the past may be understood better if viewed through a lens of hermeneutical imagination, with its power to enter into and bear witness to "exemplary" narratives of the past and present. The study stimulates the narrative imagination with its power of disclosure and seeks to suggest how a radical hermeneutic of imagination may help reanimate what is valuable. To develop the argument, the study is organized around the following questions: (1) How have comparative educators, and related scholars, used their creative imaginations to construct new knowledge and understandings about ways of representing changing educational phenomena and relations? (2) What genres and forms of representation have been appointed or elaborated, and how have these choices influenced ways of seeing and thinking? and (3) Can this self-reflexive history of imagination in practice be patterned as an intertextual field of difference, as a comparative cultural map that may help to open new vistas into the past and the future? The narrative is organized using an outline borrowed from Michel Foucault. (Includes 4 tables, 2 figures, 11 notes, and 83 references.) (BT)

ED 439 067　　　　SO 031 464

Degelman, Charles; Hayes, Bill
The Challenge of Diversity: Teacher's Guide. W. M. Keck Foundation Series, Volume 3.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 99
NOTE- 48p.; For the student edition, see SO 031 465. For the earlier volumes in this series, see ED 432 479 and ED 424 179.
LANGUAGE- English

Youth Service-Learning and Community Service among 6th- through 12th-Grade Students in the United States: 1996 and 1999. Statistics in Brief.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; *Community Services; *Educational Assessment; Educational Research; Evaluation Methods; Intermediate Grades; National Surveys; Secondary Education; *Service Learning; Student Evaluation; Tests
IDENTIFIERS- *National Assessment of Educational Progress

Involving U.S. students in community service activities is one of the objectives established under the third National Education Goal for the year 2000, which seeks to prepare students for responsible citizenship. Trends suggest that the percentage of U.S. high school seniors who participated in community affairs or voluntary work in any given year was relatively stable from the mid-1970's through the early 1990's, and the percentage of students aged 12 through 17 who volunteered in 1995 was similar to the percentage who volunteered in 1991. However, schools appear to have become more interested in promoting community service. In 1984, 27 percent of high schools offered community service opportunities to their students, and by 1999, over 80 percent of public high schools were doing so. Students in grades 11 and 12 were more likely to participate in community service activities than students in grades 6 through 10 for both 1996 and 1999. Females were more likely than males to participate, as were those whose primary language was English. Students in church related private schools were more likely to participate in community service. Parents' highest level of education was positively associated with community service. (Contains 14 references and 3 tables.) (LB)

ED 439 087 SO 031 710

Ward, Patricia Berg
Teaching Primary School Children about Japan through Art. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; Art Appreciation; Art Education; *Cultural Awareness; Foreign Countries; Global Education; *International Communication; Primary Education; Visual Literacy
IDENTIFIERS- ERIC Digests; *Japan

There are a variety reasons for teaching about Japan. Many students in the United States are of Japanese heritage; Japan is the second largest trading partner of the United States; and some healing still needs to occur between the United States and Japan because of the damage and pain of World War II. Further, the Unites States and Japan share the Pacific Ocean, its waters and fisheries. Mutual cultural understanding and effective communication skills are necessary for the best use of these shared resources. Many primary teachers excel at teaching about Japan through activities about food, language, holidays, and

ED 439 106 SP 039 057

Gmelch, Walter H.
The New Dean: Taking Charge and Learning the Job.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; Administrators; Higher Education; *Instructional Leadership; Leadership Qualities; Leadership Responsibility; *Socialization

This paper addresses the personal challenges academics face in successfully responding to the call for academic leadership, focusing on the organizational socialization process of a new dean. A 3-year qualitative case study of one dean is presented. It involved data from a personal daily journal of activities, beliefs, and reflections kept over 3 years; a record of daily schedules that documented each day's activities; a series of semi-structured, open-ended interviews conducted by an outside researcher; and documents of the events and challenges the college faces during the study period. Results indicated that incorporation of the new dean involved five predictable phases as he took charge (taking hold, immersion, reshaping, consolidation, and refinement). The paper examines six tactics used to assess the degree to which newcomers are formally socialized into their institution and position: individual versus collective, formal versus informal, sequential versus random, fixed versus variable, serial versus disjunctive, and investiture versus divestiture. Strategies for taking charge include writing an entry plan, building strong working relationships, establishing credibility, developing a leadership team, protecting scholarship interests, and treating the past with respect. (Contains 71 references.) (SM)

ED 439 107 SP 039 058

Titus, Dale; Dolges, Kathleen
Comparative Models for Preparing Teachers of Minorities.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biculturalism; College School Cooperation; *Consciousness Raising; *Cultural Awareness; *Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Foreign Countries; Higher Education; Maori (People); *Minority Group Children; *Partnerships in Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; Students
IDENTIFIERS- New Zealand; Preservice Educ for Teachers of Minorities HI; University of Hawaii; University of South Australia

This paper highlights three programs that prepare culturally sensitive teachers to meet the needs of minority students. The University of Hawaii's Preservice Education for Teachers of

Organization and Management"; (10) "Changes in Teachers' Professional Development"; and (11) "Conclusions." (Contains approximately 230 references.) (SM)

ED 439 127   SP 039 086

Peters, Dorothy
Taking Cues from Kids: How They Think; What To Do About It.
PUB DATE- 00
NOTE- 184p.; Forward by Deborah Meier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Discipline; Diversity (Student); Elementary Education; Experiential Learning; Higher Education; Inquiry; Preservice Teacher Education; Student Behavior; Student Centered Curriculum; Student Evaluation; Student Interests; *Student Participation; Student Teachers; Teacher Expectations of Students; *Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Learner Centered Instruction

This book focuses on how to address the individual learning needs of a classroom full of active, multiethnic elementary students all at the same time. It contains a compilation of yearlong journal exchanges between an experienced teacher and her 12 student teachers, presenting the specifics of classroom life on a day-to-day basis. The student teachers raise questions that all teachers face, with their discussions covering the spectrum of issues, from punishment versus consequences and dealing with difficult children to planning and implementing integrated curriculum, fostering inquiry, assessing and tracking students' growth, and managing hands-on experiential learning. Each chapter contains three components: quotes from student teachers (taken from journal queries, observations, and comments); a bulleted list of the primary topics addressed; and responses that the experienced teacher wrote to the student teachers. The book also provides practical support via sample room layouts, suggestions for classroom provisioning, a sample record keeping form, a planning web for integrated curriculum, a sample lesson plan, information on getting started, suggested readings, and photographs illustrating how hands-on learning progresses across the grades. (SM)

ED 439 128   SP 039 087

Losee, Suzanne
Caterpillars, Clowns, and Curry: School Leaders and the Ingredients for Self-Efficacy.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Collegiality; Elementary Secondary Education; *Instructional Leadership; Interpersonal Competence; Leadership Qualities; Participative Decision Making; Partnerships in Education; Principals; *Self Efficacy

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; Foreign Countries; Futures (of Society); Standards
IDENTIFIERS- *Brazil

This paper attempts to clarify some of the principal obstacles Brazil will have to overcome in order for its educational system to reach the levels of efficiency, equity, and quality demanded by society. It presents a brief analysis of the Brazilian educational system, highlighting the major changes that have taken place over the last 10 years and the difficulties that are now being faced. The paper discusses the new focus of educational policies in the 1990s, based on the quest for quality and equity. A study is presented about the effectiveness of educational assessment as an encouragement to efforts to improve quality, and the chief results from the National System for Evaluation of Basic Education are described. Prospects for the definition of national standards for Brazil are considered, and some solutions are proposed. The central argument of the paper is that the effectiveness of a process involving education, equity, and sustained development depends on the expansion of the education being offered. The greatest challenge for Brazil will be to eliminate the quality deficit now found in all levels of teaching, especially the public primary education system. (Contains 13 tables.) (SLD)

ED 439 148 TM 030 685

Sailing into the New Millennium: Charting the Course for Institutional Research. North East Association for Institutional Research Annual Conference Proceedings (26th, Newport, Rhode Island, November 13-16, 1999).
PUB DATE- 99
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; College Students; *Colleges; Conferences; *Educational Change; Educational Policy; High School Graduates; Higher Education; *Institutional Research; Self Evaluation (Groups)

This proceedings contains papers from the 1999 annual conference of the North East Association for Institutional Research. The papers are: (1) "A Marketing Research Program for Commuter Colleges" (Michelle S. Appel and Craig A. Clagett); (2) "Where Do I Start? Determining Institutional Information Needs beyond Mandated Reporting" (Michelle S. Appel and Craig A. Clagett); (3) "The Development of a Freshman Experience Survey" (Penny Blackwood and Jason Casey); (4) "Above the Bottom Line: Assessing Academic Through-Put by Means of Aggregate Course Hour Analysis" (Karl Boughan); (5) "What's in a Name Change? Using CIRP Data at a Transitional Two-Year College" (Stephen Cunningham); (6) "Institutional Researchers as Leaders in Policy: Perspective and Possibilities" (Anne Marie Delaney); (7)"Pre-College Characteristics and Freshman Year Experiences as Predictors of 8-year Academic Outcomes" (Jeffrey T. Gerken and J. Frederick Volkwein); (8) "Online Courses: Who's Taking Them, Why, and Are They Successful?" (Diane J. Goldsmith); (9) "Who Talks to Whom on Campus: Using a Survey of Staff Satisfaction with the Service of University Offices To Describe degree than states with smaller percentages of uninsured children. States with higher per capita income have raised eligibility thresholds more than states with lower per capita income, and states that experienced the greatest increases in federal matching rates had the largest eligibility expansion. States in the Northeast have increased thresholds to a greater extent than states in other regions of the country. It remains difficult to predict how changes in income eligibility thresholds will affect insurance rates among children; this analysis will be the focus of later research. (SLD)

ED 439 169 UD 033 376

Thomson, Alexander
Risky Business: Building Resources for At-Risk Youth.
PUB DATE- 99
NOTE- 425p.; Funded through a grant from the School-to-Work Opportunities Act.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Disadvantaged Youth; *Educational Environment; Elementary Secondary Education; Learning; *Resources; *Urban Youth; Youth Programs
IDENTIFIERS- Colorado

This manual provides information and suggestions about supporting at-risk youth in Colorado and how to enhance their learning. It provides a framework for working with at-risk youth, but its objectives and strategies can be modified as conditions and needs change. The first section provides an overview of at-risk youth in the new millennium, and the second depicts strategies and programs for at-risk youth around the world. These target specific groups of at-risk youth, including those of limited English proficiency, members of minority groups, and other disadvantaged youth. The third section discusses the importance of schools, families, communities, and businesses working together to serve at-risk youth. The fourth section explores the ways in which safe learning environments are paramount to student success, and section 5 provides professional development presentation materials and resources that support at-risk youth. Appendixes include a discussion of how to make standards work, of how to bring out the best of in all students, a grade specific guide for parents, a list of Colorado charter schools, information on career centers, electronic resources, Colorado General Workplace Competencies, resource mapping information, and transition internet resources. (Contains 187 references.) (SLD)

ED 439 170 UD 033 377

Ng, Franklin, Ed.
Asian American Interethnic Relations and Politics. Asians in America: The Peoples of East, Southeast, and South Asia in American Life and Culture Series, Volume 5.
PUB DATE- 98
NOTE- 268p.; Educators will be especially interested in chapter 3: "Education and the Socialization of Asian Americans."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Asian Americans; *Ethnicity; Immigrants; Minority

Prejudice Run Amuck" (Debra A. Harley, Carolyn W. Rollins, and Renee A. Middleton); (6) "Diversity among Black Americans: Part of America's Hidden Diversity" (Tyson Gibbs); (7) "The Evolution of Ethnic (Ethnicity): Integrating Psychological and Social Models" (Kimberly Porter Martin); (8) "Cultural Diversity among Poor People" (Norma Williams); (9) "X, Lies, and Social Signs: Defining Generation X" (Beth Kaminow); and (10) "Culture in Conflict: Rugged Individualism and Educational Opportunity in a Diverse Society" (Patrick James McQuillan). Each chapter contains references, and the book contains a 272-item bibliography. (SLD)

ED 439 189   UD 033 404

Advisory Report on Front Line and Supervisory Practice.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Child Welfare; Children; Foster Care; *Urban Youth; *Welfare Services
IDENTIFIERS- *New York (New York); *Reform Efforts

The Special Child Welfare Advisory Panel of the Annie E. Casey Foundation studied front line practice and supervisory practice in the child welfare system of New York City's Administration for Children's Services (ACS). Data came from a number of sources, including field visits to program sites, visits to 15 contract agencies and 10 ACS sites. Focus groups were conducted with adolescents in foster care, parents, and foster parents. Child welfare proceedings were observed in Family Court, and service provider training was observed. A survey of child welfare providers was completed by the city's child welfare services staff and 61 contract agencies. The first section of the report introduces the city's child welfare services. Part 2 summarizes the study findings and puts them in the larger context of welfare service reform. Part 3 describes study findings in detail, and part 4 contains three improvement goals, with associated recommendations: (1) The ACS should strengthen the management of front-line practice; (2) The ACS should strengthen the skills of front-line employees and managers; and (3) The ACS should eliminate or alleviate policy, procedure, and resource barriers that impede good practice. Following part 4, a special report on the Family Court is presented, with a fourth recommendation: The ACS should improve its adherence to standards of professional practice in Family Court. An appendix contains the study survey results and a copy of the survey. A table summarizes the improvement goals and recommendations. (SLD)

ED 439 190   UD 033 405

Beykont, Zeynep F., Ed.
Lifting Every Voice: Pedagogy and Politics of Bilingualism.
PUB DATE- 00
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Elementary Secondary Education; Immigrants; Language Minorities; *Language of Instruction; *Minority Groups; *Political Influences; Public Schools; Second Language Learning; *Teaching Methods

Essays in this collection deal with the complex pedagogical and

Commissioners, Cleveland, OH.
PUB DATE- 00
NOTE- 12p.; This research is a component of the Federation for Community Planning's Community Asset and Capacity Development Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Patterns; *Family Characteristics; *Low Income Groups; Poverty; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Ohio (Cuyahoga County); Welfare Reform

This report provides interim findings from a study of families leaving welfare in Cuyahoga County, Ohio. The study is designed to monitor the status of families leaving cash assistance at multiple times and to compare the experiences of exit cohorts drawn at quarterly intervals throughout the process of welfare reform implementation. The report also describes differences in exiting families' experiences before and after time limits go into effect. This report covers exit cohorts from quarter 4, 1998 and quarter 1, 1999. A total of 8,265 assistance groups left cash assistance during this time period (8,768 adults and 16,213 children). Interviews were conducted with members of 198 assistance groups in these quarters. More than half of respondents said they left cash assistance on their own, and the main reason was usually connected to income, earnings, or family changes. It is estimated that 55% of families leaving cash assistance had incomes below the poverty level by the sixth month, and 14% of these lived below 50% of poverty. The level of work among survey respondents was high, with about 87% having held at least one job during the 6-month period. Most of the employed were not offered health benefits through their jobs, and most had experienced at least one hardship by the sixth month. Findings indicate the high levels of low-income employment among those who have left welfare cash assistance. Contains 23 figures.(SLD)

ED 439 209 UD 033 430

Cross-Age Teaching. Youth in Action Bulletin, Number 6.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crime; *Cross Age Teaching; Elementary Secondary Education; *Peer Teaching; *Prevention

Cross-age teaching occurs when someone shares skills and knowledge with another person who is older or younger. Cross-age teaching of crime or substance abuse prevention skills by students can prevent or reduce crime. This bulletin contains suggestions for starting a cross-age teaching program through the following steps: (1) determine the focus; (2) find students; (3) research the subject; (4) develop lesson plans; (5) seek advice; and (6) practice. Tips to keep the program going, what to expect from program operation, and how to evaluate the program are discussed. (SLD)

ED 439 210 UD 033 433

Capizzano, Jeffrey; Adams, Gina
The Number of Child Care Arrangements Used by Children under

Kimura, Doreen
Sex and Cognition.
PUB DATE- 99
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Biological Influences; *Brain; *Cognitive Development; *Cognitive Processes; Females; Males; Mathematical Aptitude; Nature Nurture Controversy; Neurological Impairments; Neurological Organization; Neurology; *Neuropsychology; Prenatal Influences; *Problem Solving; *Sex Differences; Social Cognition; Spatial Ability; Verbal Ability; Visual Perception
IDENTIFIERS- Brain Development; Fetal Development; Hormones

This book describes the major differences between men and women in cognitive or problem-solving abilities and discusses the possible biological contributions to such differences. The book argues that sex differences in cognitive patterns and in motor skills arose out of complementary evolutionary histories of men and women and that evidence for socialization influences on such differences is meager. The book describes how most sex differences are a secondary consequence of the presence or absence of the Y chromosome and notes the presence of early sensitive time periods for masculinization of different behaviors. The book also presents research evidence related to sex differences in the areas of motor skills, spatial abilities, mathematical aptitude, perception, and verbal abilities. It further presents various behavioral, neurological, and endocrinological studies that illuminate the processes giving rise to these sex differences. The book concludes by noting that there are substantial stable sex differences in cognitive functions such as spatial rotation ability, mathematical reasoning, verbal memory, and in motor skills requiring accurate targeting and finger dexterity. The book's appendix explains basic statistics concepts; a glossary of relevant terms completes the volume. Each chapter contains references. (KB)

ED 438 910   PS 028 328

Nelsen, Jane
Positive Time-Out: And Over 50 Ways To Avoid Power Struggles in the Home and the Classroom.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Change; Behavior Problems; *Child Rearing; *Discipline; *Discipline Problems; Elementary Education; *Parent Child Relationship; *Power Structure; Teacher Student Relationship; *Timeout
IDENTIFIERS- *Positive Discipline; Power Struggles

Noting that current use of the disciplinary technique of timeout is often punitive, counterproductive, and damaging to children, this book presents suggestions to parents and teachers for making timeout a positive, motivating experience. Timeout, when used in combination with other techniques, can empower children to learn self control and self discipline while enhancing self

Young Childrens' Learning?" by Susan Haugland, see CIJE EJ 597 728.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Developmentally Appropriate Practices; Early Childhood Education; *Teaching Methods; Young Children
IDENTIFIERS- ERIC Digests

Whether we use technology with young children--and if so, how--are critical issues facing early childhood educators and parents. This Digest points out that many researchers do not recommend that children under 3 years old use computers. The Digest also notes that many educators use computers with young children in ways that are developmentally inappropriate. However, developmentally appropriate ways to use computers with 3- and 4-year-olds are different from the ways computers are used in kindergarten and the primary grades. Research has shown that the cognitive and social benefits of providing computers to young children vary depending upon the kind of computer experiences offered. The Digest suggests, as a first step to integrating computers in classrooms, organizing a study group of all the individuals who have expressed interest in children using computers, then summarizing the benefits of using computers with young children, and discussing goals for the year, including the cost of computers and teacher training. The Digest identifies four critical components of teacher training: practical experience, workshops, models and mentors, and supervisory follow-up. (Contains 13 references.) (LPP)

ED 438 927 PS 028 345

Freedman, Judy S.
Manejando las burlas: Como los padres pueden ayudar a sus hijos (Easing the Teasing: How Parents Can Help Their Children). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; For English version, see ED 431 555.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Conflict Resolution; *Coping; Early Childhood Education; Emotional Response; *Interpersonal Communication; Parent Role; *Peer Relationship; *Prevention; Social Development; *Student Behavior; Young Children
IDENTIFIERS- ERIC Digests; Harassment; *Teasing

Children who are teased on a school bus, in class, or during recess often do not want to return to school. Unfortunately, teasing can occur anywhere, and it is difficult to prevent--despite the best efforts of parents, teachers, and school administrators to create a more cooperative atmosphere. This Spanish-language Digest discusses different types of teasing (e.g., playful versus hurtful), why children tease other children (e.g., attention, imitation, or peer acceptance), and strategies for both parents and children to help them deal with teasing (e.g., self-talk, visualization, or reframing). The Digest points out that teasing can become harassment if it is repeated or prolonged, threatens or results in violence, or

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; For English version, see ED 431 546.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Pluralism; Family Characteristics; Family Needs; Intercultural Communication; *Media Selection; *Multilingual Materials; *Parent Materials; *Resource Materials; Teacher Attitudes; Translation
IDENTIFIERS- *Cultural Competence; Diversity (Groups); ERIC Digests

The population of the United States is growing more culturally diverse each year, and this diversity is clearly evident among families with young children; however, individuals who work in early childhood programs are not as diverse as those they serve. Moreover, many early childhood professionals have little preparation for working with families from a wide range of cultures and linguistic backgrounds. Even among interculturally competent service providers and teachers, choosing materials to distribute to families is sometimes difficult. This Spanish-language Digest focuses on how to identify and select culturally and linguistically appropriate materials for parents and family members. The Digest suggests that service providers get to know their own culture, and the culture and people they serve. The Digest also discusses ways to determine the strengths and limitations of specific materials, assess translated materials, and adapt materials. (LPP)

ED 438 947 PS 028 386

Slade, Arietta, Ed.; Wolf, Dennie Palmer, Ed.
Children at Play: Clinical and Developmental Approaches to Meaning and Representation.
PUB DATE- 94
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Affective Behavior; Autism; Downs Syndrome; *Dramatic Play; *Interaction; Longitudinal Studies; Parent Child Relationship; *Play; *Preschool Children; Preschool Education; *Pretend Play; Psychotherapy; Social Development; *Toddlers

Based on the view that play is profoundly mutual and social, this book compiles chapters by distinguished psychoanalysts, clinical psychologists, social workers, and developmental psychologists, who offer a rich, integrative view of the many dimensions of early play as it occurs among peers, between parent and child, and in the context of therapy. Many of the chapters either implicitly or explicitly argue that play is not "just" about imagination, but about the possibility or the defeat of intimacy. Finally, the chapters counter the view of play as autistic or simply self-expressive, and instead propose that in play, children learn to negotiate meaning, using the opportunities and materials a culture makes available. The chapters organized under three headings: "Affect in Symbolization," "Relationships and Symbolization," and "Differences and Distortions in Symbolic Functioning." The chapters are: (1) "Representational Elaboration and illegal Mexican immigrants and on the "bracero" (migrant worker) program. Since then, Latino scholarship has contributed to the history of Spanish-speaking groups in the United States; the history of regions heavily impacted by Latino immigration; and the development of two major conceptual models of ethnic relations in America--acculturation and internal colonialism. The other axis of the map concerns levels of analysis: micro-level factors that drive individual behavior versus structural perspectives that emphasize major economic or political forces driving migration. The map's "Blue Highways" consist of research themes in Latino scholarship such as the heterogeneity of Latino immigrants, immigrants' involvement in small businesses, impact of migration on sending communities in the underdeveloped world, female labor migrants, and poverty among U.S. Latino immigrants. "Unpaved roads" or research needs are also suggested such as links between micro and macro levels of analysis, the "brain drain" from Third World to First World countries, and the distinctive issues of refugees and exiles. (Contains 69 references.) (SV)

ED 438 965 RC 022 126

Garcia, John A.
Latino Studies and Political Science: Politics and Power Perspectives for Latino Communities and Its Impact on the Discipline. JSRI Occasional Paper No. 34. Latino Studies Series.
PUB DATE- 97
NOTE- 16p.; Paper prepared at the Julian Samora Research Institute Conference on Transforming the Social Sciences through Latino Studies (East Lansing, MI, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Maintenance; Empowerment; Ethnic Studies; *Ethnicity; Higher Education; *Hispanic Americans; Intellectual History; Interdisciplinary Approach; *Political Science; Power Structure; *Scholarship; *Social Science Research; Sociology
IDENTIFIERS- Latinos

The origin of Latino Studies is grounded in the experiences and status of U.S. Latinos. Ethnicity, culture, community, empowerment, and power relationships are intertwined themes in the discipline. Latino Studies has integrated an interdisciplinary approach to establish its corpus of knowledge and theories to explain and understand Latino experiences. The significant demographic growth of Latinos in the United States has created greater visibility and awareness of Latinos in this country, resulting in increased public discourse on policy issues such as: the urban concentration of Latinos; immigration patterns and impact; social status and mobility; labor force participation; language, culture and integration; and political development and incorporation. More specific to the discipline of political science, topics such as political participation or its lack, political incorporation, cultural maintenance and mobilization, organizational resource development, and coalition formation are contributing dialogues offered by Latino Studies scholars. Latino scholars challenge the prevailing paradigms as completely applicable to Latino populations, and press for wider inclusion and analysis of Latinos and their experiences in the American society. Latino Studies has established itself as an important area of inquiry, and the newer generation of Latino Studies scholars should build upon that legacy. (Contains 60 references.) (TD) reported measures, observations by trained researchers, and physiological measures would contribute greatly to understanding anxiety in adventure education programs. (Contains 29 references.) (TD)

ED 438 983   RC 022 288

Wagstaff, Mark
Outdoor Leader Self-Awareness and its Relationship to Co-Leaders' Perceptions of Influence.
PUB DATE- 98
NOTE- 14p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, IN, January 9-11, 1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Credibility; *Individual Power; Interpersonal Competence; *Leadership Qualities; *Outdoor Leadership; *Peer Evaluation; *Self Actualization; Self Concept; Self Evaluation (Individuals); Teacher Attitudes
IDENTIFIERS- Inner Direction (Psychology); *Self Awareness
A study examined the relationship between outdoor leader self-awareness and co-leaders' perceptions of leader influence. Thirty-three challenge course instructors for a major university in the Midwest operated as a peer group, working in instructor teams leading groups in an outdoor setting. Each instructor took a turn as leader of the day. All subjects completed the Personal Orientation Inventory, which measures an outdoor leader's level of self-awareness, and the Rahim Leader Power Inventory, which reveals perceptions of co-leader influence. Results indicate that: perceptions of expert power were directly correlated with inner-directedness; perceptions of expert power were significantly related to age, with older instructors perceived as having stronger expert power bases; as an outdoor leader's age increased, the self-actualizing attribute of inner-directedness also increased; expert power was significantly related to work experience, with co-leaders' perceptions of an outdoor leader's expert power increasing as the leader gained work experience; outdoor leaders saw education as a determining factor influencing co-leaders' perceptions of expert power; and there was no significant difference between men and women in perceptions of power. (Contains 33 references.) (TD)

ED 438 984   RC 022 289

Jordan, Deb
Learning Outdoor Recreation Skills in a Safe Place: Lessons from a Single-Sex Program.
PUB DATE- 98
NOTE- 8p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, IN, January 9-11, 1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Females; *Outdoor Education; Program Attitudes; Safety; *Security (Psychology); Sex Role; Social Bias; Surveys; Workshops
IDENTIFIERS- *Outdoor Recreation; *Single Sex Programs
Participants in a weekend outdoor recreation program for women

personal (school staff and citizens). Because school officials hold the reins of power and finances, they have to take the first steps. This is not easy, because they often fear losing their power, but sharing power can actually enhance their position by broadening their base of support. Several models for reconstituting politics are presented that emphasize more democratic participation in schools, and ways of developing leadership, especially among youth, are discussed. The long-term benefits of school-community partnerships include leadership development, renewed civic responsibility, and a revitalized sense of community. (Contains 28 references and 18 related Web sites.) (TD)

ED 439 002 RC 022 331

Carter, Carolyn S.; Cohen, Sara; Keyes, Marian; Kusimo, Patricia S.; Lunsford, Crystal
UnCommon Knowledge: Projects That Help Middle-School-Age Youth Discover the Science and Mathematics in Everyday Life. Volume Two: Hands-On Math Projects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 129p.; For "Volume 1: Hands-On Science Projects," see RC 022 273.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Design Crafts; *Geometry; *Handicrafts; Mathematical Enrichment; *Mathematics Activities; Mathematics Instruction; Middle Schools; Rural Education; School Community Relationship; Symmetry; Womens Education
IDENTIFIERS- *Hands on Mathematics; *Quilting; Tessellations

This guide contains hands-on mathematics activities to connect middle-school students to the traditional knowledge of their grandparents and elders. Because girls often lose interest in math at the middle-school level, and because women in some communities (especially in rural areas) are seldom involved in work with an obvious math basis, the activities explore common practices associated with women for generations. The guide has two sections. "Pieces of Mine: The Mathematics of Quilting" leads students into the worlds of plane geometry, symmetry, and tessellations. Through quilting, students take a hands-on approach to mathematics, spatial sense, culture, and history. Activities include a symmetry hunt, 2-D geometry with pattern blocks, and designing quilt patterns. "Crafty Mathematician: Making Art through Mathematics" provides mathematical skill-building activities while helping learners understand the math embodied in many craft activities. Students explore Cartesian coordinates, 2-D and 3-D geometry, measurement, symmetry, and volume. Activities include making ornaments, pictures, boxes, and a kaleidoscope. Each section includes an introduction, cautions, community connections, benefits to learners and communities, ideas for additional projects, readings, leader background information, activity descriptions, and handouts. (SV)

ED 439 003 RC 022 332

Allen, John C.; Koffler, Erin L. V.
The Telecommunications Act of 1996: Its Implementation in the U.S. South. Rural Development Issues Impacting the South.

such as biographies, journals, or narrative accounts of real-life events. Part I of this book describes an integrated approach to scientific instruction using children's fictional literature as the foundation. Discussion considers the developmental needs of young students and how well-chosen fiction can enable children to understand and remember scientific concepts. Criteria for judging such books are presented and appropriate activities for their use are suggested. It also suggests ways to work with the school library media specialist. A sample unit utilizing a classic children's book as the basis for an integrated science unit in the classroom is included. Parts II, III, and IV contain activity units that cover life science, earth and space science, and physical science, respectively. Thirty-one children's books that can easily be adapted to the elementary curriculum are suggested and specific activities are provided for teachers to use in the classroom. An appendix containing answer keys to the puzzles included in some of the activity units is also included. (ASK)

ED 439 024 SE 063 266

The Mars Millennium Project.
PUB DATE- 00
NOTE- 91p.; The Mars Millennium Project is an official White House Millennium Council Youth initiative. Photograph on poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Creative Thinking; Elementary Secondary Education; Science Activities; *Science Instruction; Space Exploration; *Space Sciences; *Student Projects
IDENTIFIERS- *Mars (Planet)

The countdown to a new century provides a unique opportunity to engage America's youth in charting a course for the future. The Mars Millennium Project challenges students across the nation to design a community yet to be imagined for the planet Mars. This interdisciplinary learning project aims to encourage K-12 students in classrooms and youth groups throughout the United States to achieve a better understanding of the connections between science and art, advance their technological skills, and gain an appreciation of the culture, history, and traditions of their own community. This booklet provides information and resources about the project that can be configured in many ways such as a single class project or one that involves several classrooms. (Contains 40 references.) (ASK)

ED 439 025 SE 063 268

O'Connell, Susan
Introduction to Problem Solving: Strategies for the Elementary Math Classroom.
PUB DATE- 00
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Elementary School Mathematics; Elementary Secondary Education; Evaluation;

War"; (5) "Ybor Cigar Factory, c. 1886-90"; (6) "Cigar Workers' Houses"; (7) "Cigar Factory Workers at Ybor Factory, 1925"; (8) "L'Unione Italiana, 1919"; (9) "Circulo Cubano, 1926"; (10) "Centro Asturiano, 1925"; (11) "Evening Festivities at Centro Asturiano, 1920s"; (12) "Describing Ybor City"; (13) "The Immigrant Experience"; and (14) "Local Community History." (BT)

ED 439 046   SO 031 187

Kaul, Chandrika, Ed.; Tomaselli-Moschovitis, Valerie, Ed.
Statistical Handbook on Poverty in the Developing World.
PUB DATE- 99
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; *Economic Factors; Educational Needs; Foreign Countries; Health; High Schools; Higher Education; Human Resources; Living Standards; *Poverty; Social Studies; *Statistical Data; Sustainable Development; *World Problems
IDENTIFIERS- Development Education; *Global Issues

This statistical handbook is a user-friendly, up-to-date resource, and provides a thorough examination of the causes, effects, and ramifications of poverty throughout the developing world. The handbook contains more than 400 tables, graphs, and charts. In addition, it includes two special sections which contain information not consistently included in other statistical resources data: poverty's effects on women and children and data about poverty in selected cities. Complete coverage of poverty statistics encompassing worldwide and regional analysis makes the handbook a necessary resource for any research involving the topic of poverty, and can be used by a broad public from high school students to upper level researchers. Data and analyses in the handbook are included in 12 comprehensive chapters: "Key Indicators"; "Poverty Measures"; "Economics"; "Demographics"; "Health"; "AIDS"; "Education"; "Nutrition and Food Supply"; "Women and Poverty"; "Children and Poverty"; "Cities"; and "Policy." The handbook draws upon a wide range of published sources. (BT)

ED 439 047   SO 031 209

Knife River Indian Villages National Historic Site: Teacher's Guide.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 98
NOTE- 73p.; Sponsored by a grant from the National Park Foundation's "Parks as Classrooms" program. Some illustration may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indians; Built Environment; Elementary Secondary Education; Heritage Education; Historic Sites; Material Culture; Primary Sources; Social Studies; *United States History
IDENTIFIERS- Hidatsa (Tribe); *Knife River Indian Village; Mandan (Tribe)

This guide provides history and social studies teachers, at all grade levels, with information and activities about the American Indians of the Northern Plains who lived in the area

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Citizen Participation; *Citizenship Education; *Civil Rights; *Cultural Context; *Cultural Differences; Ethnicity; Racial Attitudes; Secondary Education; Social Studies; *United States History
IDENTIFIERS- National Civics and Government Standards; National History Standards

This teacher's guide focuses on diversity and concentrates on issues of race and ethnicity. It is designed to provide instructional support for classroom use of "The Challenge of Diversity," (student text). The guide outlines recommended lesson sequences incorporating readings, directing discussions, and offering interactive activities, supported by 16 reproducible student handouts. Instructions for utilizing the 'Civil Conversation' feature, a culminating lesson, and a final assessment are included. Each lesson is structured with an overview; learning objectives; standards addressed in the lesson; preparations needed for the lesson; and step-by-step procedures for the lesson. Standards listed are National Standards for Civics and U.S. History. After an introduction and an overview, the guide is divided into the following chapters: (1) "The Ideal of Equality"; (2) "A Diverse Nation"; (3) "The Civil Rights Movement"; (4) "Issues and Policies"; and (5) "Bringing Us Together." (BT)

ED 439 068 SO 031 465

Croddy, Marshall; Degelman, Charles; Hayes, Bill; Von Blum, Paul
The Challenge of Diversity: Student's Guide . W. M. Keck Foundation Series, Volume 3.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.
PUB DATE- 99
NOTE- 75p.; For the teacher's guide, see SO 031 464. For the earlier volumes in this series, see ED 432 479 and ED 424 179.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; *Citizen Participation; *Citizenship Education; *Civil Rights; *Cultural Context; *Cultural Differences; Ethnicity; Racial Attitudes; Secondary Education; Social Studies; *United States History
IDENTIFIERS- National Civics and Government Standards; National History Standards

This book focuses on diversity, concentrating on issues of race and ethnicity and on the contributions made, and challenges faced, by the nation's racial and ethnic communities. The easy-to-read, graphically highlighted materials in the book invite students to confront the challenges of living in a diverse society by looking at the past, present, and future. Following an introduction, chapters in the book are: (1) "The Ideal of Equality"; (2) "A Diverse Nation"; (3) "The Civil Rights Movement"; (4) "Issues and Policies"; and (5) "Bringing Us Together." Includes sources for each chapter and an index. (BT)

ED 439 069 SO 031 468

Litterst, Michael
First Battle of Manassas: An End to Innocence. Teaching with Historic Places.
PUB DATE- 00
NOTE- 23p.

artifacts. Learning about Japan through the visual arts also should be a part of this list of activities. Visual thinking provides the opportunity to focus carefully on an image in order to recall and reproduce it at a later time; to delve into an image in order to understand its deeper implications; and to take time to look at an image in order to provide a place of serenity and quiet in the midst of a fast, harried world. Two- and three-dimensional representations are powerful ways by which to integrate Japanese studies into curricular areas and into the development of critical thinking skills. The ideas in this ERIC Digest are offered to stimulate thinking about Japanese art, visual thinking, and practical ways for studying about Japan using art. Lessons can be integrated into other curriculum areas including mathematics and social studies. (Contains 11 references.) (LB)

ED 439 088   SP 038 956

Japanese Government Policies in Education, Science, Sports and Culture, 1998. Mental and Physical Health and Sports.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Athletics; Community Programs; Drug Education; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Health Education; *Health Promotion; Higher Education; International Cooperation; International Programs; Life Style; *Mental Health; Nutrition Instruction; Olympic Games; *Physical Education; Physical Health; School Safety; Sex Education; Student Participation
IDENTIFIERS- Competitiveness; Japan

This annual publication introduces Japan's educational policies in education, science, sports, and culture. Part 1, "Trends in Education Reform," discusses fundamental concepts in educational reform. Part 2, "Mental and Physical Health and Sports," includes two chapters. Chapter 1, "Health and Sports into the Future," examines 5 concepts: fundamental concepts; mental and physical health and learning; realization of lifelong participation in sports; promotion of top-level sports, and establishment of the sports promotion lottery system. Chapter 2, "Toward Enhanced Health Education," discusses 5 concepts: instruction in various areas of health; drug abuse prevention; sexual and AIDS education; food-related instruction; school lunches; and school safety. Chapter 3, "Toward the Realization of Lifelong Participation in Sports," discusses 4 concepts: stamina, ability to exercise, and interest in sports; physical education at schools as the foundation for lifelong participation in sports; development of community sports environments; and sports life and environments in other countries. Chapter 4, "Improving International Competitiveness and Promoting International Sports Exchange," discusses 5 concepts: the current state of international competitiveness in Japan; improvement of international competitiveness; promoting international exchange through sports programs; promoting professional sports, and promoting participation in diverse areas of sports. (SM)

ED 439 089   SP 038 971

Powers, Myra L., Ed.; Hartley, Nancy K., Ed.

Minorities has a partnership with the Kamehameha Schools/Bishop Estate private school for children of Hawaiian ancestry. The school brings new culturally sensitive curricula and teaching strategies to its students, recruiting and educating candidates who make long-term commitments to teaching in their home communities where there is a significant teacher turnover in schools with high concentrations of underachieving minority children. In New Zealand, teachers must be taught Maori customs, norms, and ways of teaching in order to work with Maori students. Since the 1970s, there has been a proliferation of Maori education programs within the public schools as New Zealand moves toward the ideal of biculturalism. However, Maori students are still disadvantaged by low expectations and by being sorted, classified, and evaluated. The Anangu Teacher Education Program is a community-based program through the University of South Australia's Faculty of Aboriginal and Islander Studies. The program prepares Anangu students to become independent classroom teachers in their own community schools and part of the decision-making body controlling education in their communities. (Contains 23 references.) (SM)

ED 439 108   SP 039 059

Yeung, Ka Wah; Watkins, David
The Impact of Teaching Practice on Professional Self-Esteem: A
  Covariance Analysis.
PUB DATE- 98
NOTE- 48p.; This paper reports part of the findings of Ph.D.
  research conducted by Ka Wah Yeung under the supervision of
  David Watkins. The research is sponsored by a research grant by
  the Hong Kong Institute of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Field Experience
  Programs; Foreign Countries; Higher Education; Preservice
  Teacher Education; *Self Concept; *Self Esteem; *Student
  Teacher Attitudes; Student Teachers; *Student Teaching; Teacher
  Effectiveness; Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- Hong Kong; Teacher Commitment

This study examined the professional self-perceptions and self-esteem of Hong Kong student teachers, investigating the impact of teaching practice. Participants were student teachers in their first or third year of full-time, 3-year courses at 1 of the 4 colleges of education in Hong Kong. A total of 424 student teachers completed a questionnaire before and after student teaching. The questionnaire measured self-esteem as a teacher, focusing on self-esteem, teacher-student relationships, teacher efficacy, teacher commitment, humanism, adequacy of teaching abilities, and classroom techniques. Data analysis indicated that student teachers' personal and professional self-esteem differed from each other as they were subject to different influences. The development of their professional self-esteem depended on the manner in which they perceived their teaching efficacy, teacher student relationships, and commitment to teaching. Student teachers' humanistic beliefs and perceptions of the adequacy of teaching skills overwhelmingly influenced the organization of self-structure. Except for their self-perceived adequacy of teaching abilities, the impact of the other teaching practice experiences on the development of self-esteem was fairly limited. (Contains 70 references.) (SM)

ED 439 109   SP 039 060

School leaders must develop skills and tools to create patterns of relationships that facilitate collegiality and shared decision making and promote reflective inquiry. The connection between the preparation of school leaders and the daily process of nurturing a learning community is important. School leaders must develop and enhance their own self-efficacy and promote a nurturing educational culture that will develop and enhance self-efficacy in teachers, students, and parents. In the face of increasing school violence, self-efficacy is essential for students. Underlying assumptions for a new structure for school leader education include: each person is part of a system with various subsystems linking to other systems; each person seeks to maintain and enhance the self-system; leaders with self-efficacy can promote collective efficacy; and leaders must be trained with a knowledge base in systems thinking and the dynamics of empowerment and energy connections. Ingredients for self-efficacy that school leaders must develop fall into three categories: focus, flow, and follow-through. For clarity, a constellation consisting of the caterpillar, the clown, and curry (the spice) serves as the metaphor for the three skills that school leaders must develop internally to provide support and facilitate the process in others. (Contains 35 references.) (SM)

ED 439 128   SP 039 088

Godt, Pamela Terry; Benelli, Cecelia; Kline, Rhonda
Do Preservice Teachers Given "Early Field Experiences" and "Integrated Methods Courses" Do Better Than Students in the Traditional Teacher Education Program? (A Longitudinal Plan To Evaluate a University's Redesign of Its Teacher Education Program).
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Field Experience Programs; Higher Education; *Integrated Curriculum; Methods Courses; *Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Student Teachers; Student Teaching; Teacher Competencies; Teaching Methods; Teaching Skills
IDENTIFIERS- *Early Field Experience; Western Illinois University

Western Illinois University's College of Education and Human Services is redesigning its undergraduate teacher education program. The program places volunteer freshmen in real classrooms for long-term observations and volunteer assistance, eventually leading up to a full range of teaching opportunities. Also, coursework is presented in an integrated fashion. Four cohorts of students have already begun participating in the new program, while the rest of the students remain in the traditional teacher education program. Assessment of the new program includes monitoring of coursework performance, certification tests, portfolios, philosophy of education statements, beliefs about teaching, and fieldwork experiences. Data on student demographics and grade point average are also being collected. The longitudinal evaluation will see whether presenting earlier, sustained incremental field experiences will result in improved teaching expertise and performance, and whether providing integrated coursework in a combined methods block, combined with integrated field the Structure of Administrative Life" (James J. Hughes and William S. Stuart); (10) "The Effect of Expectations vs. Experience on Retention at Monroe Community College" (Suzanne M. Johnson); (11) "The Development of a Web-Based Survey: Survey Design to Data Analysis" (Heather A. Kelly); (12) "Electronic Fact Book: A Reality of Today" (Gurvinder K. Khaneja and Amarjit Kaur); (13) "The Analysis of the General Studies Curriculum at a Public Urban University: What Worked and What Did Not" (Arthur Kramer and Ansley W. LaMar); (14) "Measuring Student Success in Remedial Education Programs: A Case for Using a Modified Version of the Student Right To Know Methodology with Eight Criteria for Measuring Student Progress along the Way" (Marcia M. Lee); (15) "What Have Connecticut Public High School Graduates Been Doing and How Many of Them Will There Be? An Analysis of High School Graduates and Projection Data" (Qing Lin Mack); (16) "What Prevents the Development of Distance Learning in the Higher Education Market?" (Yuko Mulugetta and Abraham Mulugetta); (17) "Factors Associated with Retention in a Distance-Based Liberal Arts Program" (Mitchell S. Nesler); (18) "Including Transfer-Out Behavior in Retention Models: Using the NSLC Enrollment Search Data" (Stephen R. Porter); (19) "Implications of Age on Success in Computer-Based Remedial Education" (Michael K. Schuchert); (20) "Factors in Early College Academic Performance: Does Race Matter?" (William S. Stuart); (21) "The Mission of Institutional Research" (Stephen W. Thorpe); (22) "The Impact of Remedial Mathematics Courses on Student College-Level Mathematics Performance and Persistence" (Meihua Zhai and Jennie Skerl); and (23) "The Role of the Institutional Research Office in the Institutional Accreditation Self-Study Process" (Marianthi Zikopoulos and Christopher Hourigan). Each paper contains references. A listing of the conference program and the 1999 association membership roster are included. (Contains 65 tables and 8 figures.) (SLD)

ED 430 148   TM 030 686

Torrance, Harry; Pryor, John
Investigating Formative Assessment: Teaching, Learning and Assessment in the Classroom.
PUB DATE- 98
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Practices; Elementary Education; Evaluation Methods; Foreign Countries; *Formative Evaluation; *Student Evaluation; Teacher Made Tests
IDENTIFIERS- England

Based on empirical work with classes of 4- to 7-year-olds in English primary schools, this book provides an analysis of how classroom assessment occurs within routine teacher-student interaction. The chapters are: (1) "Introduction"; (2) "Defining and Investigating Formative Assessment"; (3) "Teachers' Perceptions of 'Teacher Assessment'"; (4) "Classroom Assessment and the Language of Teaching"; (5) "The Power of Assessment: Appropriating Children's Responses for Learning, or Social Control?"; (6) "Formative Assessment and Learning: Where Psychological Theory Meets Educational Practice"; (7) "Ask a Genuine Question, Get a Genuine Answer"; (8) "Constructing and Integrating Assessment and Learning"; and (9) "Formative Classroom Assessment: Prospects for Improvement." An appendix contains the transcript conventions for classroom interaction.

Groups; *Politics; *Racial Relations; *Socialization; United
States History
IDENTIFIERS- *Model Minority Thesis

The articles in this anthology address the complex subject of interethnic relations and Asian American politics, transcending ideas of Asian Americans as the model minority. The articles are: (1) "Opening the American Mind and Body: The Role of Asian American Studies" (Shirley Hume); (2) "Surviving Democracy's 'Mistake": Japanese Americans and the Lasting Legacy of Executive Order 9066" (Don T. Nakashimi); (3) "Education and the Socialization of Asian Americans: A Revisionist Analysis of the 'Model Minority' Thesis" (Bob H. Suzuki); (4) "The 'Success' Image of Asian Americans: Its Validity, and Its Practical and Theoretical Implications" (Won Moo Hurh and Kwang Chung Kim); (5) "Economic, Ideology, and Ethnicity: The Struggle between the United Farm Workers Union and the Nisei Farmers' League" (Stephen S. Fugita and David J. O'Brien); (6) "Intergroup Attitudes: Black American Perceptions of Asian Americans" (Michael C. Thornton and Robert J. Taylor); (7) "Racial Violence against Asian Americans" ("Harvard Law Review"); (8) "Japanese Americans and the New Chinese Immigrants: The Politics of Adaptation" (Leland T. Saito); (9) "Politics in an American Lifeboat: The Case of Laotian Immigrants" (John C. Harles); (10) "Asian Americans under the Influence of 'Japan-Bashing'" (Masako Iino); (11) "Filipino Americans and the Marcos Overthrow: The Transformation of Political Consciousness" (Madge Bello and Vincent Reyes); (12) "Asian American Politics: An Agenda for Research" (Don T. Nakanishi); and (13) "Panethnicity in the United States: A Theoretical Framework" (David Lopez and Yen Espiritu). (Each article contains references.) (SLD)

ED 439 171   UD 033 378

McClafferty, Karen A., Ed.; Torres, Carlos Alberto, Ed.;
Mitchell, Theodore R., Ed.
Challenges of Urban Education: Sociological Perspectives for the
Next Century.
PUB DATE- 00
NOTE- 357p.; Sample of papers from a meeting of the Research
Committee on Sociology of Education of the International
Sociological Association (Los Angeles, CA, June 1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum; Educational Environment; Educational
Research; *Educational Sociology; *Elementary Secondary
Education; Teaching Methods; *Urban Education; Urban Schools

The papers in this collection discuss the challenges facing urban education and the sociology of urban education. The more comprehensive perspective presented in this document can contribute to the improvement of city schools and the empowerment of urban students. Following an introduction, "Challenges of the New Sociology of Urban Education" (Karen A. McClafferty, Carlos A. Torres, and Theodore R. Mitchell), the papers are: (1) "Power, Meaning, and Identity: Critical Sociology of Education in the United States" (Michael W. Apple); (2) "Social Theory and Educational Research: Reframing the Quantitative-Qualitative Distinction through a Critical Theory of Methodology" (Raymond A. Morrow); (3) "Sociology of Education and Urban Education Policy" (Geoff Whitty); (4) "Where Neoliberal Ideology Meets Social Context: A Comparative Analysis of U.S. Charter Schools and England's Grant-Maintained Schools" (Amy Stuart Wells); (5) "Corporations and Classrooms:

political issues of language-minority education in U.S. public schools. The book focuses on language-minority students in bilingual programs, those who receive some instruction in their native languages. The essays are: (1) "Language Loss and Language Gain in the Brazilian Community: The Role of Schools and Families" (Heloisa Souza); (2) "Decolonizing English Only: The Democratic Power of Bilingualism" (Donaldo Macedo); (3) "Bilingualism Equals Access: The Case of Chinese High School Students" (Katy Mei-Kuen Kwong); (4) "Reaping the Benefits of Bilingualism: The Case of Somali Refugee Students" (Mohamed Hassan Farah); (5) "Raising Children's Cultural Voices: Strategies for Developing Literacy in Two Languages" (Berta Rosa Berriz); (6) "Bilingual in Two Senses" (Cynthia Ballenger); (7) "Families and Communities Learning Together: Becoming Literate, Confronting Prejudice" (Jim Cummins and Dennis Sayers); (8) "Teachers' Judgments Do Count: Assessing Bilingual Students" (Evangeline Harris Stefanakis); (9) "Democratizing Bilingualism: The Role of Critical Teacher Education" (Lilia I. Bartolome); (10) "Bringing Bilingual Education out of the Basement, and Other Imperatives for Teacher Education" (Sonia Nieto); (11) "Good Schools for Bilingual Students: Essential Conditions" (Maria Estela Brisk); and (12) "Voices from the Basement: Breaking through the Pedagogy of Indifference" (Ambrizeth Helena Lima). (Each chapter contains references.) (SLD)

ED 439 191   UD 033 406

Guiding Principles for Promising Female Programming: An Inventory of Best Practices.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 98
NOTE- 103p.; "Prepared by Greene, Peters, & Associates, 1018 16th Ave., North, Nashville, Tennessee."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Delinquency; *Educational Practices; *Females; Intervention; *Juvenile Justice; Models; *Prevention; Program Descriptions; *Program Development; Sex Differences; Young Adults

This report describes practical policy and program development processes and promising program models for preventing and treating female delinquency. The report also provides a profile of female juvenile offenders, the problems they present, their needs, and the need to address them. More girls are entering the juvenile justice system, and it appears that the most promising solution is not to squeeze them into a system designed for boys or merely to separate delinquents according to gender. Chapter 1 outlines the urgent need for programming for girls. Chapter 2 describes the planning involved in creating gender-specific programs, and chapter 3 provides an in-depth look at the key elements and features of programs designed to serve the specific needs of girls. An appendix describes 16 promising programs currently offering gender-specific services to girls in both residential and community-based settings. (Contains 2 figures and 90 references.) (SLD)

ED 439 192   UD 033 409

Hoffman, Joan Serra
Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals.

Five: Variation across the States. No. B-12. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY. Education and Research Div.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 9p.; Additional support provided by the Stuart Foundation. For other reports on child care for children under five, see UD 033 434-435.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; Employed Parents; Mothers; National Surveys; *Preschool Children; Preschool Education; State Surveys

As part of the Assessing the New Federalism project, this study investigated the number of child care arrangements that employed mothers with children under 5 years old. The study began by examining national and state estimates of the number of arrangements used by these children, focusing on how these patterns differ for children of different ages. Then, the types of child care arrangements that are combined when parents use multiple arrangements were studied. Data are from the 1997 National Survey of America's Families, a survey of 44,461 that oversampled families with income below 200% of the federal poverty level and collected information on a nationally representative sample of children and children in 12 states. Across the county, almost 2 in 5 children under 5 years with employed mothers are in 2 or more nonparental child care arrangements each week. The percentage of children in multiple arrangements varies somewhat by state, but there is relatively little variation from the national average. Younger children across the United States are less often in multiple child care arrangements than 3- and 4-year-olds, who are more likely to be in three or more arrangements. However, low-income children are no more likely to be in multiple child care arrangements than those from higher-income families. It is important to note that while the use of multiple arrangements is widespread, it is not clear whether it has a detrimental impact on parents or children. (SLD)

ED 439 211   UD 033 434

Adams, Gina; Capizzano, Jeffrey
The Hours That Children under Five Spend in Child Care: Variation across the States. No. B-8. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY. Education and Research Div.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for

confidence, courage, and self reliance. Timeout is defined and differentiated from punishment. Punishment and rewards are not effective long-term motivators and should be eliminated to make timeout more helpful. The book also examines how positive timeout provides children opportunities to enhance their innate ability to soothe themselves, and makes suggestions for involving children in creating a positive timeout area. Supervision, distraction, and redirection are presented as important techniques for children younger than three years. The book further discusses how parents and teachers can respond to children's misbehavior to help children stop misbehaving because of mistaken beliefs. The book examines why both children and adults resist timeout requests and explains how encouraging children can lead to trust, less inclination to misbehave, and more opportunities to learn self discipline and responsibility. The book also presents ways parents and teachers can help children evaluate the logical consequences of their choices. Attitude and action tools are described that better enable adults to implement positive discipline techniques. Behavior improvement is a lifelong process, and what matters most to children is that the important people in their lives love them and believe in their intrinsic worth. (Contains 16 references.) (KB)

ED 438 911   PS 028 329

Deutsch, Francine M.
Halving It All: How Equally Shared Parenting Works.
PUB DATE- 99
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Employed Parents; Family Life; Fathers; Housework; Mothers; *Parent Child Relationship; Parent Responsibility; *Parent Role; *Parents; Qualitative Research; *Sex Fairness
IDENTIFIERS- *Coparenting; *Division of Labor (Household); Equality (Social)

Noting that details of everyday life contribute to parental equality or inequality, this qualitative study focused on how couples transformed parental roles to create truly equal families. Participating in the study were 88 couples in 4 categories, based on division of parental responsibilities: equal sharers, 60-40 couples, 75-25 couples, and alternating-shift couples. Equality was defined as a 50-50 split in child care over a typical week. Data were collected through telephone interviews and follow-up face-to-face interviews. The study found that couples' employment decisions set them on trajectories toward or away from equality, with unequal parenting often developing over time through numerous husband-wife interactions. Parents' emotional responses, role identities, distrust of daycare, and cultural ideals jeopardized translating egalitarian ideologies into equal parenting. Equal couples varied in how they defined and divided family work, how they explained it, and how they negotiated equality. They found ways of resisting and transforming dominant social messages reinforcing unequal parenting. Typical unequal couples were comprised of mothers who exhibited no-win work patterns contributing to inequality and fathers who were helpers, sharers, or slackers. Equal parents argued over principles involved in domestic labor, whereas unequal parents argued over parenting practice. Men used a variety of strategies to resist domestic work. Breastfeeding did not involves inappropriate touching or physical contact. In such cases, it may be necessary to involve administrators and parents in determining the appropriate course of action. (LPP)

ED 438 928 PS 028 346

Katz, Lilian G.
Otra perspectiva sobre lo que los ninos deben estar aprendiendo (Another Look at What Young Children Should Be Learning). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For English version, see ED 430 735.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; *Early Childhood Education; Experiential Learning; Learning Activities; Learning Strategies; *Preschool Curriculum; Small Group Instruction; Student Projects; Teaching Methods; Young Children
IDENTIFIERS- Academic Pressure; ERIC Digests; Project Approach (Katz and Chard)

This Spanish-language ERIC Digest addresses the question of what young children should be learning that will best serve their development and learning in the long term. Two major dimensions of development--normative and dynamic--are explored, and four categories of learning goals are discussed: (1) knowledge; (2) skills; (3) dispositions; and (4) feelings. The view that children learn most effectively when they are engaged in interaction rather than in receptive or passive activities is presented. The digest also discusses the risks of early academic instruction, and the need for a variety of teaching methods and informal learning environments. An intellectually oriented approach in which children work together in small groups to explore their environment is recommended. (LPP)

ED 438 929 PS 028 347

Clark, Ann-Marie
Conferencias de padres-educadores: Sugerencias para los padres (Parent-Teacher Conferences: Suggestions for Parents). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For English version, see ED 433 965.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Problems; Elementary Education; Interpersonal Communication; Learning Problems; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation
IDENTIFIERS- ERIC Digests

Parent-teacher conferences sometimes become a cause for concern for everyone involved. This Spanish-language ERIC Digest outlines ways to improve communication during parent-teacher conferences. Suggestions are offered to help parents participate more effectively in conferences, including

Differentiation: A Clinical-Quantitative Approach to the Assessment of 2- to 4-Year-Olds" (Stanley I. Greenspan and Alicia F. Lieberman); (2) "The Relation between Anxiety and Pretend Play" (Malcolm W. Watson); (3) "Play, Cure, and Development: A Developmental Perspective on the Psychoanalytic Treatment of Young Children" (W. George Scarlett); (4) "Constructing Metaphors: The Role of Symbolization in the Treatment of Children" (Jan Drucker); (5) "Making Meaning and Making Believe: Their Role in the Clinical Process" (Arietta Slade); (6) "The Leaving Game, or I'll Play You and You Play Me: The Emergence of Dramatic Role Play in 2-Year-Olds" (Elsa First); (7) "Self-Other Action Play: A Window into the Representational World of the Infant" (Anni Bergman and Ilene Sackler Lefcourt); (8) "Play: A Context for Mutual Regulation within Mother-Child Interaction" (Lorraine McCune, Donna DiPane, Ruth Fireoved, and Mary Fleck); (9) "Windows on Social Worlds: Gender Differences in Children's Play Narratives" (Louisa B. Tarullo); (10) "He's a Nice Alligator: Observations on the Affective Organization of Pretense" (Greta G. Fein and Patricia Kinney); (11) "Symbolic Development in Children with Down Syndrome and in Children with Autism: An Organizational, Developmental Psychopathology Perspective" (Dante Cicchetti, Marjorie Beeghly, and Bedonna Weiss-Perry); (12) "Development of Symbolic Play in Deaf Children Aged 1 to 3" (Elsa J. Blum, Barbara C. Fields, Helen Scharfman, and Diana M. Silber); (13) "Play and Narrative in Inhibited Children: A Longitudinal Case Study" (Lou-Marie Kruger and Dennie Palmer Wolf); and (14) "Symbolic Play in the Interactions of Young Children and Their Mothers with a History of Affective Illness: A Longitudinal Study" (Elizabeth C. Tingley). Each chapter contains references. (HTH)

ED 438 948   PS 028 387

Doka, Kenneth J., Ed.
Living with Grief: Children, Adolescents, and Loss.
PUB DATE- 00
NOTE- 333p.; Foreword by Jack D. Gordon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Bereavement; Bibliotherapy; *Childhood Needs; *Children; Coping; Counseling; Death; Emotional Adjustment; *Grief; School Role; Suicide; Therapy
IDENTIFIERS- Funerals; *Loss; Traumas

Noting that the best way to help and prepare children to cope with death and trauma is through education and understanding of the day-to-day ramifications that loss and grief have on them, this book is designed to help adults involved with children and adolescents to provide that education and understanding. Chapters in the first section of the book provide a theoretical overview of loss and grief, while those in the second section deal with clinical approaches to treating children and adolescents dealing with loss. Chapters in the third section focus on specific types of loss. The chapters are: (1) "The Kingdom Where Nobody Dies" (Robert Kastenbaum); (2) "What Do We Know about Grieving Children and Adolescents?" (Charles A. Corr); (3) "Adolescents, Grief, and Loss" (David E. Balk); (4) "Culture and Class: The Different Worlds of Children and Adolescents" (Margarita M. Suarez and Susan J. McFeaters); (5) "The Role of the School" (Stan Johns); (6) "To Everything There Is a Season: Empowering Families and Natural Support Systems" (Earl A. Grollman); (7) "Counseling Approaches with Children and Adolescents" (Dottie Ward-Wimmer and Carol Napoli); (8)

ED 438 966 RC 022 214

McNeill, Brian W.
Development of a Course in Chicano/Latino Psychology: An Academic Odyssey. JSRI Occasional Paper No. 49. Latino Studies Series.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; College Curriculum; College Faculty; Culturally Relevant Education; Ethnocentrism; *Faculty College Relationship; Higher Education; *Hispanic Americans; Personal Narratives; *Psychology; *Social Bias; *Teaching Experience
IDENTIFIERS- Chicano Studies; *Institutional Racism; Latinos

This paper describes the development of a course in Chicano/Latino psychology by a professor of a mixed Chicano and Anglo ethnic background at Washington State University. The course objectives include: examination of the current psychosocial literature related to Chicano/Latino populations; issues of acculturation and ethnic identity; the relationship of these variables to underutilization of psychological services; culturally appropriate counseling models and strategies for intervention; and the current sociopolitical environment including issues of racism, ethnocentrism, and political power. The professor's personal narrative portrays the academic politics, resistance, and barriers encountered in the effort to gain approval as a permanent course. These were the result of ethnocentric/racist assumptions that there was not enough literature to warrant a course in Chicano/Latino Psychology, and reflected the overall neglect and negative attitudes towards the Chicano/Latino community. Recommendations are offered for overcoming the maze of academic politics. An appendix presents course objectives, course requirements, grading/evaluation, texts, readings, and topics/assignments. (Contains 27 references.) (TD)

ED 438 967 RC 022 215

Velez-Ibanez, Carlos G.
Chicano Drivers of Ideas in Anthropology across Space and Place: Pre-Postmodern Debts to Chicano Studies and Others. JSRI Occasional Paper No. 53. Latino Studies Series.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; *Criticism; Educational Experience; Higher Education; Intellectual History; Interdisciplinary Approach; Personal Narratives; *Researchers; *Scholarship; Social Science Research
IDENTIFIERS- *Chicano Studies

Current trends toward transnational and postmodern analysis in anthropology were anticipated by theoretical and methodological positions held by those involved in Chicano Studies. In addition, new institutional forms were inaugurated in anthropology as a direct and indirect result of the experience of participating in Chicano Studies programs. Many simultaneously participated in Chicano Studies and engaged in completed surveys on the reasons women participate in single-sex outdoor workshops. The 100 responding participants were primarily White, middle-class, highly educated, and between the ages of 18 and "over 55." The top 10 reasons for participating in the workshop are given, with the top 2 being "to learn new skills" and "for the love of the outdoors." Four categories emerged to explain the desire for a single-sex environment: 1) nonthreatening environment (no men were present, and participants shared a baseline of novice-level skills); 2) reputed quality and safety of the program; 3) to be with other women (anticipated friendships); and 4) to learn outdoor skills and knowledge. The safety of the learning environment was viewed as psychological (free from intimidation, power-over, and role constraints of coed workshops); educational (judgment based on skills is minimized, as is the concomitant embarrassment); physical (no fear about physical safety or violence); and emotional (participants can express emotions without fear of sanctions). (Contains 16 references.) (TD)

ED 438 985 RC 022 290

Sibthorp, Jim; Knapp, Doug
Evaluating Short Term and Long Term Retention of Experiences
  Associated with an Interpretive School Field Trip.
PUB DATE- 98
NOTE- 13p.; In: Coalition for Education in the Outdoors Research
  Symposium Proceedings (4th, Bradford Woods, IN, January 9-11,
  1998); see RC 022 283.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students;
  Environmental Education; *Field Trips; Instructional
  Effectiveness; *Long Term Memory; Outdoor Education; *Retention
  (Psychology); Short Term Memory; Student Surveys

A study focused on students' retention of experiences associated with an interpretive school field trip. Third- and fourth-grade students from a rural Midwestern elementary school took an interpretive field trip to a local park to learn about their local environment. A survey was administered to the 71 students 1 month and 18 months after the completion of the field trip. Learning about nature, games, and the hike were the three most-remembered categories for both survey administrations. Learning about nature was composed of general and nonspecific replies. While very few surveys contained specific references to what was learned about nature, many contained references to songs that were sung and games that were played. This supports the idea that activities that involve multiple sensations are more memorable. However, it was not determined that environmental information was gained from these activities. It was predicted that experiences that were rehearsed or interconnected with existing information might prove more memorable, but little support for this prediction was found. Results revealed that memories were nonspecific and dissociated from specific information given by the interpreter, but that students did gain a positive attitude toward returning to the park that continued over the long term. (Contains 36 references.) (TD)

ED 438 986 RC 022 314

Project on Training of Non-Formal Education Personnel: National
  Workshops in Bhutan, Nepal, and India cum Study Visits
  Undertaken by Teams of China, Lao PDR and Viet Nam (June 17-

SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; Federal Legislation; *Federal Regulation; Federal State Relationship; Information Technology; Internet; Low Income; Policy Analysis; *Rural Areas; Rural Schools; *Telecommunications
IDENTIFIERS- Access to Technology; *Telecommunications Act 1996; *United States (South); Universal Service (Telecommunications)

With the passage of the Telecommunications Act of 1996, the pace of regulatory change related to telecommunications increased exponentially. The impact on rural areas is significant; the issues specific to southern states and communities are unique. This paper begins with a chapter on the importance of telecommunications technology to rural citizens, then provides a brief history of telecommunications regulation, from regulated monopoly to the increasing trend towards competition which is supported by the Act. A chapter on key elements of the Act covers definitions and principles of universal service, the role of information services, and implicit vs. explicit subsidies. Actions by the Federal-State Board on Universal Service include models for determining costs in rural areas, support mechanisms for low-income consumers and rural public and nonprofit health care providers, and discounts for schools and libraries based on economic conditions and rural/urban characteristics. Innovations in state telecommunications regulations and a summary of actions taken by southern states since the 1996 Act are also discussed. Key technology innovations that hold promise for rural areas and the importance of providing education and training on how and when to use them are described. The final chapter presents a checklist of items that state and local decision makers need to consider when defining telecommunications policy for their regions. (Contains 41 references.) (TD)

ED 439 884 RC 022 333

Into the Field: A Guide to Locally Focused Teaching. Nature Literacy Series, Number 3.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Freehand Drawing; *Journal Writing; Local History; *Observation; *Outdoor Education; Student Journals; *Writing Instruction
IDENTIFIERS- Environmental Awareness; Landscapes; Natural History; *Nature Study; Nature Writing; *Place Based Education

This book contains three essays on teaching outdoors about the natural world and engaging students in the natural and cultural history of their communities. An introduction, "To Learn from Wood and Stone" (Ann Zwinger), discusses the opportunities that arise when a teacher makes connections between the classroom world and the world outside. "Writing as a Window into Nature"

Learning Strategies; *Mathematics Instruction; *Problem Solving; *Skill Development

This book is designed to help better understand problem-solving instruction. It presents information on helping students understand the problem-solving process as well as information on teaching specific strategies, including: Choose an Operation; Find a Pattern; Make a Table; Make an Organized List; Draw a Picture or Diagram; Guess, Check, and Revise; Use Logical Reasoning; and Work Backward. Ideas for introducing each strategy to students in a visual or hands-on way are presented. These introductory lessons are not grade level-specific, but rather depend on the students' prior knowledge or previous exposure to the strategy. In all cases, students at the second grade level can be exposed to the introductory lesson, but a similar activity may be appropriate for older students who have never been exposed to the strategy. Although second grade work samples are the earliest samples provided in this book, students can begin to develop many of the strategies, including finding patterns, making lists and tables, and drawing pictures, in kindergarten or first grade. At these levels, visual and hands-on examples are essential to instruction. For each strategy, teacher tips that highlight some important points to emphasize when working with students are shared. Examples of student work are presented for each strategy, including samples of students' communications about their problem solving. The work samples help see the progression of skills, and the writing samples offer a glimpse into students' thinking as their problem-solving skills develop. The final chapter provides ideas for connecting problem solving to students' lives. Ideas for using real-world data and materials are presented. The appendices contain a variety of materials to help implement a problem-solving program in the classroom. Checklists, evaluation forms, scoring keys, and icons are all available, as well as a variety of practice problems for students. (Contains 41 references.) (ASK)

ED 439 026 SE 063 269

Goldsmith, Lynn T.; Mark, June; Kantrov, Ilene
Choosing a Standards-Based Mathematics Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Curriculum Evaluation; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; *Mathematics Curriculum

This guide describes the 'eyes, yardsticks, and noses' that will help communities consider goals for mathematics education, evaluate curricula, and plan a successful adoption process. This guide focuses on the 13 programs supported by the K-12 Mathematics Curriculum Center, though many of the ideas discussed are not specific to these particular programs. This guide also addresses issues involved in curriculum selection and implementation and offers ideas to help work through both of these phases. The focus for the selection phase is on assembling a selection committee, assessing resources and needs, and creating guidelines and criteria for evaluating different programs. The curriculum implementation section focuses on ways districts can work toward successful use of the of the Knife River where it enters the Missouri River. Located in what is now North Dakota, this area is the Knife River Indian Villages National Historic Site. The Knife River Indian Villages National Historic Site, established by Congress in 1974, was once the homeland of the Hidatsa and Mandan Indians. The most famous visitors to the site were Meriwether Lewis and William Clark during their 1804-1805 winter encampment at Fort Mandan (North Dakota). The area contains archaeological sites, including the remains of three villages that once were occupied by several thousand people, areas where small groups camped for short periods of time, trails, burial sites, and many different activity areas. The guide is divided into the following units: (1) History; (2) Subsistence; (3) Housing and Transportation; (4) Arts, Crafts and Clothing; and (5) Games and Recreation. Each unit provides background information, questions for classroom discussion, and suggested activities. The guide also offers 23 illustrations and 5 maps; a list of suggested items for a trunk collection; a 25-item selected bibliography; a quiz; and a second quiz with answers. (BT)

ED 439 048 SO 031 217

"History, Naturally!" A Teacher's Guide. An Educational Outreach Program for Grant-Kohrs Ranch National Historic Site, Deer Lodge, Montana.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 98
NOTE- 278p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; *Cultural Context; Elementary Secondary Education; Environmental Education; Field Trips; *Heritage Education; Historic Sites; Material Culture; Outreach Programs; *Primary Sources; Social Studies; *United States History
IDENTIFIERS- Cowboys; *Ranching

Part of the National Park Service "Parks as Classrooms" heritage education program, this educational outreach curriculum was designed for a wide range of grade levels to use the resources available at Grant-Kohrs Ranch National Historic Site (Montana). The curriculum subjects include cultural heritage education and environmental education. The curriculum's teacher guide provides background information for classroom preparation, ideas for on-site activities, and follow-up study for post-visit activities. The curriculum contains a video to prepare for the class visit and to help the teacher decide which activities are best suited for the subject matter being studied. The following sections begin the curriculum guide's "table of contents": To the Teacher; Program Description; Logistics; Area Map and Information; and Group Reservation Form. The guide then offers section 1, "Life on the Range: The Frontier Cattle Era," and section 2, "Cottonwood Creek Nature Trail." Appendix A contains extension cowboy culture activities, while Appendix B contains extensive nature trail activities. A Program Evaluation section is attached. (BT)

ED 439 049 SO 031 228

Whitman Mission Teacher's Guide.
PUB DATE- 99
NOTE- 59p.; For another document from the Whitman Mission NHS, see SO 031 229.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Geography; Heritage Education; Historic Sites; Primary Sources; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Manassas National Battlefield Park VA; National Register of Historic Places

This lesson is based on the National Register of Historic Places registration file, "Manassas National Battlefield Park" and other sources. The lesson could be used in units on the Civil War. Students strengthen their skills of observation and interpretation in the study of history and geography and gain practice in analyzing primary documents. The lesson explains that the first major confrontation of the Civil War took place at Manassas, Virginia, on July 21, 1861 in a farm's fallow field and that it claimed 5,000 casualties. It points out that the battle's importance lay in the realization that the struggle between North and South was more an apocalyptic event than the romantic adventure earlier envisioned. The lesson is divided into the following sections: "About This Lesson"; "Setting the Stage: Historical Context"; "Locating the Site: Maps (Central and Eastern Virginia, Maryland and Delaware, c. 1861); The Upper Potomac, 1861"; Manassas Battlefield Today"); "Determining the Facts: Readings (The Last Letter of Major Sullivan Ballou; The Letters of J. W. Reid; Some Events Connected with the Life of Judith Carter Henry"); "Visual Evidence: Images (Drawing of the Henry House, 1861; Henry House, March 1862; The Stone House, 1862); "Putting It All Together: Activities (Considering Life as a Soldier; Manassas National Battlefield Park; Local and Personal Impact of the Civil War"); and "Supplementary Resources." The "About This Lesson" section sets out objectives and materials for students. (BT)

ED 439 070 SO 031 469

Making a Difference. Youth for Justice.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Citizen Participation; Elementary Secondary Education; *Law Related Education; Program Descriptions; Social Studies; *Youth Programs
IDENTIFIERS- Constitutional Rights Foundation; Street Law; *Youth for Justice

This booklet discusses law-related education and its role in helping young people become better citizens. The booklet describes the "Youth for Justice" program, a unique national initiative that uses the power of active learning about the law to build upon the vitality of young people and to address the risks of being young today. Youth for Justice involves young people in law-related education (LRE) programs that address national problems, particularly violence by and against youth. The goals for Youth for Justice's five cooperating national LRE organizations are to: (1) develop curriculum and instructional

Promoting Excellence in Teacher Preparation: Undergraduate Reforms in Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Standards; Active Learning; Algebra; Chemistry; College Mathematics; College Science; Community Colleges; Computer Uses in Education; Constructivism (Learning); Cooperative Learning; Diversity (Faculty); *Educational Change; Elementary Secondary Education; Equal Education; *Excellence in Education; Experiential Learning; Higher Education; Internet; *Mathematics Education; Minority Group Teachers; Multicultural Education; Physics; *Preservice Teacher Education; Problem Solving; Relevance (Education); *Science Education; Scientific Literacy; Student Attitudes; Student Participation; Teacher Recruitment; Teaching Methods; Women Faculty
IDENTIFIERS- Guided Study

This monograph presents a collection of papers that focus on excellence in teacher education and examine questions which are critical to the reform of curriculum and pedagogy. The 10 chapters are: (1) "Using a Multi-Dimensional Web Site for Physics Instruction" (James P. Downing and Ruwang Sung); (2) "College Algebra Reform: Documenting Student Attitudes and Performance" (Kelly Chappell and Darel Hardy); (3) "A Method for Increasing Scientific Literacy in Non-Majors Science Courses" (Karen Wardle); (4) "Math and Science Education Reform: A Community College Perspective" (Susan Hobson-Panico, Bill Hoard, and Chris Romero); (5) "Investigating the Role of Standards-Based Education in a Pre-Service Secondary Math Methods Course" (Lawrence M. Lesser); (6) "Meeting the Challenges of Diversity in a Context of Reform" (Nancy Hartley, Marta Cruz-Janzen, Kevin Oltjenbruns, and Jeff Farmer); (7) "Lecture? Group Work? Activities and Case Studies? A Search for Balance" (Roberta Smilnak, Steve Williams, and Betsy Forrest); (8) "The Genesis of Change: Teacher Preparation to Promote Implementation of Multicultural Math" (JoLean Ruggles, Marilyn J. Taylor, and Jeff Buck); (9) "Teaching Physics in an Experiential Learning Studio Environment" (Sanford Kern); and (10) "Chemistry Reform Takes Root in University Setting" (Thomas C. Pentecost). (Each chapter contains references.) (SM)

ED 439 090   SP 039 038

Ashbaker, Betty Y.; Morgan, Jill
"Super-Vision": A Model Training Program for Teacher-Paraeducator Teams.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Staff Development Council (Dallas, TX, December 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; Observation; *Paraprofessional School Personnel; *Staff Development; *Supervision; Teacher Collaboration; Teacher Role; Teachers; *Teamwork

This article includes the contents of a paper presented at the

Yeung, Ka Wah; Watkins, David
Assessing Pupil Control Ideology in the Context of Hong Kong Teacher Education.
PUB DATE- 98
NOTE- 35p.; This paper is based on a section of a Ph.D. thesis submitted to the University of Hong Kong under the supervision of David Watkins. Supported by a research grant from the Hong Kong Institute of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Discipline; Elementary Secondary Education; Foreign Countries; Higher Education; *Humanism; Preservice Teacher Education; Self Esteem; *Student Behavior; Student Teacher Attitudes; Student Teachers; Teacher Student Relationship; Teaching Skills; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Custodial Approach; Hong Kong

Scales were developed to assess both the custodial and humanistic aspects of student control ideology. Research based on the responses of about 500 Hong Kong teacher education students showed responses to these scales were of adequate internal consistency, and confirmatory factor analysis supported two independent scales rather than a continuum from custodialism to humanism as assumed in the Pupil Control Ideology form (Willower et al., 1967), the instrument most widely used in this area of research. Further support for the differential validity of these scales came from evidence that self-perceived professional self-esteem as a teacher, teaching abilities, and classroom management skills were much more closely associated with the humanistic rather than custodial view of student control, but it was the latter view that was most affected by teaching practice in Hong Kong. (Contains 62 references.) (Author/SM)

ED 439 110 SP 039 081

Yeung, Ka Wah; Watkins, David
Assessing Student Teachers' Professional Self-Esteem: A Hong Kong Construct Validation Study.
PUB DATE- 98
NOTE- 51p.; This paper is based on a section of a Ph.D. thesis submitted to the University of Hong Kong by Dr. Ka Wah Yeung under the supervision of David Watkins. This research is supported by a research grant offered by the Hong Kong Institute of Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Self Esteem; Student Teacher Attitudes; Student Teacher Evaluation; *Student Teachers; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Hong Kong

There is a paucity of literature concerned with theoretical and measurement aspects of self-esteem as a teacher, either in Western or non-Western contexts. In this research of professional self-esteem as a teacher, a model was first developed. This model served as a basis for introducing three separate scales to measure student teachers' professional self-perceptions of teaching efficacy, teacher-student relationships, and teaching commitment. These dimensions were experiences, will result in more effective presentations of integrated lessons by preservice teachers during their coursework and after graduation. Data collection will span 4 years, monitoring students in the new and traditional programs. Already, data show several academic and demographic differences between the groups, as well as differences between the groups on teacher beliefs. (SM)

ED 439 130 SP 039 089

Cole, Donna J.; Ramsey, Linda K.; Tomlin, James; Ryan, Charles W.; Swann, Raymond; Sutton, Sherry
Triad Simultaneous Renewal: A Marriage with Teacher Education/Science & Math and PreK-12.
PUB DATE- 00
NOTE- 48p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; College Faculty; *College School Cooperation; Elementary Secondary Education; Higher Education; Mathematics Education; *Participative Decision Making; *Partnerships in Education; Portfolio Assessment; Preservice Teacher Education; Science Education; State Standards; Student Teacher Evaluation; Student Teachers; Teacher Collaboration; Teacher Competencies; Teacher Evaluation
IDENTIFIERS- *Electronic Portfolios; Praxis Series; Wright State University OH

This paper outlines how shared decision making among teacher education faculty, preK-12 educators, and the Science and Mathematics faculty at Wright State University successfully led to the preparation of quality educators. It offers a historical overview of the Wright State redesign efforts, then: examines the university's collaboration for teacher content preparation; clarifies how learned society guidelines and state teacher performance requirements (Praxis III) are integrated into an electronic portfolio template; demonstrates the documentation of content and teaching proficiency via electronic portfolios; and presents the evaluation process used in a multi-faceted renewal project. It describes: the university-school district partnership agreement; the Professional Educator Program (the culmination of the college's efforts to be a collaborative partner in teacher preparation and professional development of K-12 practitioners); lessons learned; experiences using Praxis to evaluate beginning teachers' skills; and the Praxis-based electronic portfolio. The paper also explains the integration of science and mathematics with the Praxis III model. Evidence indicates that the Professional Educator Program is dynamic and enriching for beginning teachers. The interns' Praxis-based electronic portfolios demonstrate teaching proficiency in four crucial domains and visually display their commitment and ability to teach. (Contains 21 references.) (SM)

ED 439 131 SP 039 090

Brown, Kathleen Sullivan; John, Delores M.
Meeting the Twin Challenges: Improving Teacher Quality and Supply in State Pilot Project for "Special Education Transition Certification."
PUB DATE- 00

(Contains 10 tables and 140 references.) (SLD)

ED 430 150 TM 030 687

Abma, Tineke, Ed.
Telling Tales: On Evaluation and Narrative. Advances in Program Evaluation. Volume 6.
PUB DATE- 99
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Evaluation Methods; Evaluators; Foreign Countries; *Narration; *Program Evaluation; Public Policy
IDENTIFIERS- Narrative Theory

Essays in this collection explore what a narrative perspective can mean for the practice of program evaluation. Narratives illuminate the value and meaning of a program or policy and can indicate the actions that need to be taken to improve it or to prevent failures in the future. The essays are: (1) "Introduction: Narrative Perspectives on Program Evaluation" (Tineke Abma); (2) "Public Policies as Identity Stories: American Race-Ethnic Discourse" (Dvora Yanow); (3) "Morality, Uncertainty, and Controversy: A Meta-Narrative about Flooding and Dike Improvement" (Michel van Eeten); (4) "Two Approaches of Narrative Policy Evaluation Compared: Evaluating a Danish Neighborhood Council Twice" (Sandra Kensen and Peter Bogason); (5) "Interpretation, Action, and Communication: Four Stories about a Supported Employment Program" (Guy Widdershoven and Carlo Sohl); (6) "Emotions, Values, and Rhetorical Performance: A Detailed Description of a Conflict within a Human Resource Management Team" (Jeff Gold and John Hamblett); (7) "Myth, Meaning, Multiplicity, and Metaphor: A Figurative Representation of a Transformative Learning Program" (Alexis Kaminsky); (8) "Lost Virginity and Floating Space: Three Stories about Site-Based Management, Life History, and Discourse" (Linda Andersen); (9) "Crafting Counter-Narratives in Collaboration: An Impressionist Tale about a School and Community in Crisis" (Karen Malone and Rob Walker); (10) "Novelistic Narrative: Life Stories in the Formative Evaluation of a School Arts Program" (Thomas Barone); and "Narrative Stance, Voice, and Tropes: A Pastiche on Evaluators as Narrators" (Tineke Abma). Contains an annotated bibliography of 76 sources and references for each essay. (SLD)

ED 430 151 TM 030 688

Heubert, Jay P., Ed.; Hauser, Robert M., Ed.
High Stakes: Testing for Tracking, Promotion, and Graduation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 348p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Decision Making; Elementary Secondary Education; *High Stakes Tests; National Competency Tests; Political Influences; Social Influences; *Standardized Tests; *Student Evaluation; *Test Use; Validity

This study looks at how testing affects critical decisions for U.S. students, focusing on the impact of testing on individual students. It examines common misuses of tests, their political and social contexts, what happens when test issues are taken to court, special student populations, social promotion, and other

A Critical Examination of the Business Agenda for Urban School Reform" (Roslyn Arlin Mickelson); (6) "A Comparative Analysis of Existing Secondary School Discipline Policies: Implications for Improving Practice and School Safety" (Pamela Fenning, James D. Wilczynski, and Marianela Parraga); (7) "Modeling the Effects of Changing Demography on Student Learning: Applications Designed To Change School District Practices" (Anthony Gary Dworkin, Laurence A. Toenjes, Margaret K. Purser, and Ayman Sheikh-Hussin); (8) "Gangsta Pedagogy and Ghettocentricity: The Hip-Hop Nation as Counterpublic Sphere" (Peter McLaren); (9) "Battlin' Nihilism at an Urban High School: Pedagogy, Perseverance, and Hope" (David Keiser); (10) "Gaps, Bridges, and Buffers in the Research, Policy, and Practice of Urban Education: A Dialogue" (Theodore R. Mitchell, Carlos A. Torres, and Karen A. McClafferty); and (11) "Memoirs of Urban Education Policymakers: A Dialogue among Three Former Urban School Superintendents" (Harry Handler, Sid Thompson, and Eugene Tucker with Carlos A. Torres and Karen A. McClafferty). Each paper contains references. (Contains 10 tables and 1 figure.) (SLD)

ED 439 172 UD 033 379

Sugarman, Stephen D., Ed.; Kemerer, Frank R., Ed.
School Choice and Social Controversy: Politics, Policy, and Law.
PUB DATE- 99
NOTE- 378p.; Papers presented at a symposium on school choice (Berkeley, CA, April 17-18, 1998).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- #Accountability; Educational Finance; #Educational Vouchers; Elementary Secondary Education; #Equal Education; Nontraditional Education; #School Choice

The essays in this collection provide analysis designed to be helpful to all sides of the school choice debate and to those charged with designing and implementing school choice programs. Discussion of the types, politics, and consequences of school choice is followed by discussion of the implications for school finance, accountability, and growth. The second section of the book considers the legal status of choice and voucher programs, implications for racial justice, the role of collective bargaining, and the involvement of federal disability law. The papers are: (1) "The Nature and Extent of School Choice" (Jeffrey R. Henig and Stephen D. Sugarman); (2) "The Shifting Politics of School Choice" (Robert C. Bulman and David L. Kirp); (3) "School Choice Outcomes" (Jeffrey R. Henig); (4) "School Choice and Public Funding" (Stephen D. Sugarman); (5) "The Supply-Side of School Choice" (Paul T. Hill); (6) "School Choice Accountability" (Frank R. Kemerer); (7) "School Choice and State Action" (Robert M. O'Neil); (8) "Federal Constitutional Issues" (Jesse H. Choper); (9) "Race and School Choice" (Betsy Levin); (10) "Teachers, Teachers' Unions, and School Choice" (William G. Buss); and (11) "School Choice and Students with Disabilities" (Laura F. Rothstein). Each chapter contains end notes. (SLD)

ED 439 173 UD 033 380

Kysilka, Marcella; Qadri, Yasmeen
Faith: The Key to Successful Education.
PUB DATE- 97
NOTE- 18p.; Paper presented at the International Standing Conference for History Education (19th, Maynooth, Ireland,

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Hispanic Americans; *Prevention; *Resources; Urban Youth; *Violence; Young Adults; *Youth Programs
IDENTIFIERS- *Latinos

This resource guide brings together the latest available information on Latino adolescent violence prevention efforts and existing resources in Latino communities. It seeks to help maternal and child health (MCH) professionals better address the specific needs of Latino youth and their families by presenting ethnic-specific factors for violence-prevention practice, policy, and research. The guide opens with a demographic profile of Latinos and a discussion of the impact of violence on Latino youth. It outlines the risk factors for violence in Latino communities and considers the role of culture in risk and resiliency. Developing effective violence prevention programs for Latino youth is addressed, as are the roles of MCH and other public health professionals. A list of selected Latino organizations with model programs addressing youth violence contains contact information. (Contains 52 references.) (SLD)

ED 439 193 UD 033 410

Piche, Dianne M.
Title I in Alabama: The Struggle To Meet Basic Needs.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.; Annenberg Foundation, St. Davids, PA.
PUB DATE- 99
NOTE- 85p.; Edited by Corrine M. Yu and William L. Taylor. "With the assistance of Phyllis P. McClure, Stephanie T. Schmelz." For the "Title I in Midstream" report, see ED 427 135.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educational Change; Elementary Secondary Education; Federal Legislation; Poverty; *State Programs; Urban Schools
IDENTIFIERS- *Alabama; *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994

This report represents one component of a project to examine how recently or whether enacted federal education reforms, put into place through the reauthorization of Title I of the Elementary and Secondary Education Act of 1965 (Improving America's Schools Act of 1994), are being implemented in high poverty schools. The first part of the report consists of the report and recommendations of the Citizens' Commission on Civil Rights for Alabama. Alabama has been the staging ground for the great legal and political campaigns to enforce constitutional education provisions. Many vestiges of the old school system remain in Alabama, and the state is being slow to implement many of the changes called for in the law. In many of the state's poorest districts, Title I is being used to support the

New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 9p.; Additional support provided by the Stuart Foundation. For other reports on child care for children under five, see UD 033 433 and UD 033 435.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; Employed Parents; Mothers; National Surveys; *Preschool Children; Preschool Education; State Surveys

As part of the Assessing the New Federalism Project, this study examines the number of hours preschool children with employed mothers spent in child care in 1997, how the number of hours in child care varied across selected states, and how the amount of time in care differed across the states for children of different ages and income groups. Data are from the National Survey of America's Families, a survey of 44,461 households representative of the United States as a whole and 12 selected states. Findings show that child care plays an important role in the lives of many U.S. families. Despite enormous variation across the 12 states examined, a sizable proportion of preschool children with employed mothers are in care for a significant number of hours each week, regardless of state of residence, age, or family income. A second finding is that while national patterns hold across most states, it is clear that policymakers cannot rely on national child care data to capture the patterns in individual states. Every national pattern was contradicted by at least one state. The findings highlight the complexities facing policymakers as they work to develop policies to support the child care choices of families. (SLD)

ED 439 212 UD 033 435

Capizzano, Jeffrey; Adams, Gina; Sonenstein, Freya
Child Care Arrangements for Children under Five: Variation across States. No. B-7. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY. Education and Research Div.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 9p.; Additional support provided by the Stuart Foundation. For other reports on child care for children under five, see UD 033 433-434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Day Care; Employed Parents; Mothers; National Surveys; *Preschool Children; Preschool Education; State Surveys

As part of the Assessing the New Federalism project, this study provides information on the primary child care arrangements influence parenting type. Children's attachments reflected their parents' arrangements. Alternating-shift fathers spent twice the time in solo childcare as equally sharing fathers spent. Resistance to nontraditional roles was common among alternating-shift couples. (Numerous stories of parental experiences highlight and illustrate the findings. Contains approximately 400 references.) (KB)

ED 438 912 PS 028 330

David, Tricia, Ed.
Researching Early Childhood Education: European Perspectives.
PUB DATE- 98
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Cross Cultural Studies; Cultural Differences; *Day Care; *Early Childhood Education; Early Intervention; Financial Support; Foreign Countries; Public Policy; *Research and Development; Research Methodology; *Research Needs; *Research Problems; Research Projects; Researchers; *Young Children
IDENTIFIERS- *Europe

At a time when crucial questions concerning the nature of early childhood and early childhood education are being increasingly examined worldwide, an exploration of the issues, priorities, and methodologies of research in early childhood education may provide valuable material for debate. This book focuses on research in early childhood education in eight European countries, providing an overview of the field, information on researchers, where findings are published, their impact on the field, levels of research funding, and links between researchers. The book also highlights the main research agendas of each country and contains a chapter discussing the strengths and weaknesses of comparative research. The chapters are: (1) "Introduction: Researching Early Childhood Education in Europe" (Tricia David); (2) "Comparative Research: A Way Forward?" (Helen Penn); (3) "Early Childhood Education Research in Denmark" (Stig Brostrom and Karin Vilien); (4) "Early Childhood Education Research in France" (Sylvie Rayna and Eric Plaisance); (5) "Early Childhood Education Research in Greece" (Alkistis Kondoyianni); (6) "Early Educational Research in Ireland" (Noirin Hayes); (7) "Young Children Learning: Research in Poland" (Malgorzata Karwowska-Struczyk); (8) "Early Childhood Education: Research in Spain" (Teresa Aguado and Rosario Jimenez Frias); (9) "Positions in Swedish Child Pedagogical Research" (Ulla Lind); and (10) "From Child Development to the Development of Early Education Research: The UK Scene" (Tricia David). Each chapter contains references. (KB)

ED 438 913 PS 028 331

Newberger, Eli H.
The Men They Will Become: The Nature and Nurture of Male Character.
PUB DATE- 99
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

identifying what is being done to help a child overcome a problem, examining the teacher's expectations, creating a plan, and scheduling a follow-up conference. The digest points out that even if a child is not experiencing difficulties, parents can contribute to the effectiveness of the conference by asking questions such as "What does my child do that surprises you?" or "What can I do at home to support what is being done at school?" (LPP)

ED 438 930 PS 028 353

Guidelines for Preparation of Early Childhood Professionals.
PUB DATE- 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); Associate Degrees; Bachelors Degrees; Doctoral Degrees; Early Childhood Education; Faculty Development; Guides; Higher Education; Knowledge Base for Teaching; Masters Degrees; *Preschool Teachers; Special Education; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Council for Exceptional Children; National Association Educ of Young Children; National Board for Professional Teaching Standards

Noting that the quality of services provided to young children and their families depends on the quality, consistency, and accessibility of professional preparation programs in early childhood, this book articulates the early childhood field's agreed-upon standards for the preparation of early childhood professionals. Section 1 of the book provides guidelines for program planners and evaluators by delineating the outcomes of early childhood preparation programs at the associate, baccalaureate, and advanced levels. These guidelines for the content of early childhood preparation programs were developed by the National Association for the Education of Young Children (NAEYC) and endorsed by the Association of Teacher Educators (ATE) and the Division for Early Childhood of the Council for Exceptional Children (DEC/CEC). This section also includes directions for institutions that are preparing a folio for the National Council for Accreditation of Teacher Education for which they are also seeking NAEYC approval. Section 2 addresses professional preparation of early childhood special educators. These guidelines were developed by DEC and were endorsed by NAEYC and ATE. Guidelines in Sections 1 and 2 describe outcomes of early childhood education and early childhood special education professional preparation programs and initial licensure of teachers. Section 3 describes standards required for certification of accomplished teachers by the National Board for Professional Teaching Standards. These three sets of guidelines frame the content for an articulated system of early childhood professional development. (KB)

ED 438 931 PS 028 354

Kagan, Sharon L., Ed.; Bowman, Barbara T., Ed.
Leadership in Early Care and Education.
PUB DATE- 97
NOTE- 165p.
LANGUAGE- English

"Part of Me Died Too: Creative Strategies for Grieving Children and Adolescents" (Virginia Lynn Fry); (9) "Play Therapy To Help Bereaved Children" (Nancy Boyd Webb); (10) "Using Ritual with Children and Adolescents" (Kenneth J. Doka); (11) "The Use of Groups with Grieving Children and Adolescents" (Donna L. Schuurman); (12) "Magical Dreams, Visions of Reality: Guidelines for Developing a Grief Center for Children" (Rebecca Sloan Byrne); (13) "The Role of Death Education in Helping Students To Cope with Loss" (Robert G. Stevenson); (14) "When Parents Die" (Phyllis R. Silverman); (15) "Sibling Bereavement: We Are Grieving Too" (Betty Davies); (16) "The Military Model for Children and Grief" (Bonnie Carroll and Major Judy Mathewson); (17) "In the Aftermath: Children and Adolescents as Survivor-Victims of Suicide" (Terry L. Martin); (18) "Grief and Traumatic Loss: What Schools Need To Know and Do" (Peter L. Sheras); and (19) "Resonating Trauma--A Theoretical Note" (Jack D. Gordon and Kenneth J. Doka). Placed throughout the chapters are sections of practical advice and reflections by children and adolescents on their feelings of loss. The book concludes with guidelines for using books to help children and adolescents cope with death and an accompanying bibliography (Charles A. Corr); and a list of resource organizations. (Contains 236 references.) (HTH)

ED 438 949 PS 028 388

Building a Better System of Child and Family Indicators. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 5p.; Adapted from "Indicators of Child and Family Well-Being: The Good, the Bad, and the Ugly," an invited presentation to the National Institutes of Health, Office of Behavioral and Social Sciences, 1999 Seminar Series, by Kristin Anderson Moore, Ph.D.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; Data Collection; Evaluation Methods; *Family (Sociological Unit); Measurement; *Measurement Techniques; Research Methodology; *Social Indicators; *Well Being
IDENTIFIERS- *Indicators

Well-measured and consistently collected indicators of child and family well-being can be used for a variety of purposes. Indicators may be used for five purposes: (1) describing the circumstances of America's children; (2) monitoring outcomes; (3) setting goals; (4) providing outcomes-based accountability; and (5) evaluating programs. To meet the thirteen criteria for indicators of child well-being, indicators should: (1) provide comprehensive coverage of outcomes, behavior, and processes; (2) cover children of all ages; (3) be clear and comprehensible; (4) include positive as well as negative outcomes; (5) assess dispersion across given measures, children's duration in a status, and cumulative risk factors; (6) have a common interpretation among varied population subgroups; (7) be consistent in meaning over time; (8) be forward-looking to provide baseline data for future trends; (9) use rigorous data collection methods; (10) be geographically detailed at the local, state, and national levels; (11) be cost-efficient; (12) reflect social goals to allow tracking progress in meeting national, state, and local goals; and (13) be graduate programs in anthropology in the 1960s and 1970s. In fact, what is particular to all this cohort of incipient anthropologists, is their shared experiences in multinational ethnography, processes and analysis, and a "critical cultural" stance. From Chicano Studies, most who were to become anthropologists became adept, if not expert, at engaging in a variety of nomothetic, interpretive, quantitative, and qualitative discourses. Yet, by necessity and through a voracious interest, Chicano Studies professors consumed everything and filled their own "starved minds" to teach students. During this period, there were more bibliographies written by many than there were entries for their creation. Chicano Studies scholars were engaged in constant intellectual struggle to understand the realities of exploitation, racism, and repression. They challenged and critiqued the notion of a disengaged and authoritarian anthropology; deconstructed current ethnographies of Mexican Americans; laid out the theoretical and methodological deficiencies of anthropology; and insisted on a more rigid application of systematic fieldwork. This paper summarizes the contributions of Chicano Studies scholars to anthropology and provides a personal narrative of the intellectual and professional development of researcher/author of anthropology and Chicano Studies, Carlos G. Velez-Ibanez. (Contains 30 references.) (AA)

ED 438 968 RC 022 218

Rural Policy Matters Newsletter, 1999.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activism; Educational Environment; Elementary Secondary Education; *Public Policy; *Rural Education; *Rural Schools; *School Community Relationship; School Size; *Small Schools

This document consists of the 10 issues of the newsletter Rural Policy Matters published in 1999. The newsletter seeks to promote understanding of the complex issues affecting rural schools and communities, to inform the public debate over rural education policy, and to report what rural people are doing to shape education policy in their state. Topics in 1999 included: grassroots action to reform public policies in various states, highlights from an electronic symposium on standards, telecommunications discounts for rural areas, the Vermont Department of Education's support for small schools, eligibility of poor rural schools for interest-free Qualified Zone Academy Bonds, the effects of long bus rides on children, the relationships of school violence to school size and rural-urban location, the benefits of small school size in Montana, a Colorado election on school district deconsolidation, accountability systems in states with decentralized or centralized decision-making authority, the cost of busing, school modernization bills before Congress, housing development and resegregation, the number of students per school board as a measure of local control, findings that Nebraska small schools compare well to large schools on costs per high school graduate, involving students in school decision making, rural teacher shortages, schools as the center of community, and place-based education. (SV)

ED 438 969 RC 022 221

July 5, 1998) (APPEAL).
PUB DATE- 99
NOTE- 62p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Community Involvement; Disadvantaged; Elementary Secondary Education; Foreign Countries; *International Cooperation; *Literacy Education; Minority Groups; *Nonformal Education; Outcomes of Education; Pilot Projects; Program Evaluation; Relevance (Education); *Rural Education; *Teacher Education; *Womens Education
IDENTIFIERS- Bhutan; China; India; Laos; Nepal; *UNESCO; Vietnam

This report is a summary of study visits plus workshops that took place in Bhutan, Nepal, and India in 1998 within the framework of UNESCO's Asia-Pacific Programme of Education for All (APPEAL). Three educators each from China, Lao PDR, and Vietnam and educators from the host countries participated. The project aimed to promote literacy and primary education in disadvantaged rural areas and was based on two UNESCO-supported pilot projects: the promotion of primary education for girls and disadvantaged groups in China, India, Nepal, and Vietnam; and the promotion of literacy for youth and adults in Bhutan, China, Lao PDR, and Nepal. Study visit objectives included exchanging experiences through presentations and discussions, observing literacy classes and other nonformal education in the countries visited, contributing experience to teacher training workshops, and offering concrete proposals and suggestions to governments. Among the main issues discussed was the difference among countries in social context and disparities that hinder the achievement of APPEAL. While the urban-rural gap was common to all six countries (those visited and those of study team members), gender disparity was more serious in South Asia, and caste was an important social factor in India and Nepal. Issues affecting the sustainability and potential expansion of initial projects included program quality and relevance to the needs of communities and learners, community participation and ownership, national commitment through concrete policies, and effective planning and management. Research also plays an important role in ensuring program quality, building bridges between intellectuals and the grassroots, and influencing policy makers. Other important issues included the need for coordinated planning and implementation of formal and nonformal education and the overwhelming need for nonformal education of girls and women. Appendices contain a list of participants and activities during the study visit. (TD)

ED 438 987 RC 022 315

Planning Meeting on Community Learning Centres (Dhaka, Bangladesh, September 21-26, 1998). Final Report (APPEAL).
PUB DATE- 99
NOTE- 128p.; Organized jointly with the Dhaka Ahsania Mission (DAM) and the Bangladesh National Commission for UNESCO (BNCU).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Adult Education; *Community Centers; Community Involvement; *Developing Nations; Disadvantaged; Elementary Education; Empowerment; Foreign Countries; *International Cooperation; *Literacy Education; *Nonformal Education; Rural Education; Womens Education
IDENTIFIERS- UNESCO

The Community Learning Centre Project has been approved within

(John Tallmadge) outlines a process for teaching writing as a way to help students discover the hidden life of places. A section on getting started covers the nature and difficulty of writing, the role of imagination, the use of freewriting to access the unconscious, and the study of exemplary nature writing. Moving into the field, and techniques of observation and note taking, are discussed, along with exercises to engage the landscape and practice various writing techniques. A final section describes processing the raw material of notes and memories into finished essays and stories. "Teaching Nature Journaling and Observation" (Clare Walker Leslie) describes how field sketching, with an emphasis on journal-based work, can strengthen relationships with local places and develop environmental awareness. "Reading the Landscape's History" (Tom Wessels) discusses a process that allows students of any age to more deeply connect with their local landscape. This process effortlessly integrates the studies of nature, history, and self into a unified foundation for a place-based curriculum. Each essay contains references, activities, and information resources. (SV)

ED 439 005 RC 022 336

Ley, Joyce
School Community Renewal: A Cooperative Revitalization Strategy for Rural Schools, Students, and Communities. Full-Scale Version of Rural Renewal Strategies for Network Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 36p.; Alternate title inside report: "Full Scale Formative Evaluation of the Rural Network Development Pilot Effort."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Cooperation; *Community Development; *Disadvantaged Schools; Economically Disadvantaged; Elementary Secondary Education; Formative Evaluation; Minority Groups; Networks; *Research and Development; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Capacity Building; Networking; *Northwest Regional Educational Laboratory

The work of the Northwest Regional Educational Laboratory (NWREL) in rural education focuses on the intersection between school renewal and rural community development. NWREL's Rural School-Community Renewal Research and Development project aims to develop the capacity of small rural schools enrolling many economically disadvantaged students to carry out long-term educational improvement efforts centered on community goals. Three parallel development goals address education and community resources for building local capacity; delivery of these capacity-building resources; and the interaction of capable community revitalization teams to provide mutual support within and across communities. This third-year formative evaluation report focuses on the last of these goals and builds on findings from the first- and second-year evaluations. Six pilot communities with high poverty rates, below-average student achievement, and low population growth were selected in Alaska, Idaho, Oregon, Montana, and Washington; four sites had substantial minority populations (Hispanic or Native American). The previous evaluations emphasized the need for sensitivity to existing community networks and suggested that diversity among rural communities means that they would seldom be at the same developmental materials they have purchased, planning a realistic and effective roll-out strategy, supporting teachers, and building community buy-in and assistance. This guide presents a comprehensive view of curriculum selection and implementation. It is more of an ideal view than a picture of how any individual district goes about adopting new mathematics curricula. The purpose is to convey a range of issues that may be confronted, decisions that will have to be made, and strategies that need to be determined, and to offer a variety of procedures and processes that others have found useful. (ASK)

ED 439 027 SE 063 282

Schurle, Arlo W.
College Success in Mathematics. Teacher's Manual.
PUB DATE- 00
NOTE- 46p.; A joint project of the Micronesian Language Institute, University of Guam, and the Federated States of Micronesia Department of Health, Education and Social Affairs.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; Higher Education; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; Standards; *Teaching Methods

The College Success in Mathematics Project began in 1996 with the production of a framework for student success in university-level mathematics courses at the University of Guam. The project continued with a one-week workshop followed by the preparation of "Preparing for Mathematics" at the University of Guam (UOG), which outlined specific topics and described methods for testing the ability of students to succeed in the placement examinations for mathematics at UOG. In July 1999, a Curriculum Alignment and Teacher Training Workshop was held that made several recommendations at the administrative level, developed a list of topics to be emphasized in high school mathematics courses, and produced an outline of teaching methodologies to be used to enhance students' learning of mathematics. Building on the 1999 workshop recommendations, a Teacher Training Workshop was held, the first part of which was devoted to the discussion of Preparing for Mathematics at the University of Guam. The National Council of Teachers of Mathematics (NCTM) Standards were introduced and discussed, particularly as they apply to the Federated States of Micronesia situation, so a summary of relevant parts of the NCTM Standards have also been included. This manual contains suggestions, teaching tips, and ideas for making these changes in mathematics classrooms. (ASK)

ED 439 028 SE 063 283

Kindergarten to Grade 9 Mathematics Resources: Annotated Bibliography. Western Canadian Protocol for Collaboration in Basic Education Common Curriculum Framework.
PUB DATE- 99
NOTE- 148p.; For the Grade 10-12 Math Resources, see ED 424 102. For the Common Curriculum Framework, see ED 394 793. The Western Canadian Protocol is made up of the governments of Manitoba, Saskatchewan, British Columbia, Yukon Territory, Northwest Territories, and Alberta.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Built Environment; *Cultural Context; Field Trips; Heritage Education; Historic Sites; *Integrated Activities; *Museums; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Cayuse (Tribe); Washington; Westward Movement (United States)

Marcus and Narcissa Whitman, from a settled area of upstate New York, arrived in Old Oregon Country (what is now eastern Washington) in 1836 to make a new home for themselves and their companions. This was also the land of the Cayuse Indians. This teacher's guide to the Whitman Mission Museum (Washington) is designed to develop an understanding of the two strong, vibrant cultures that met and eventually clashed at the Whitman Mission. The guide presents general information and is divided into the following sections: (1) "Cayuse Indians"; (2) "Whitmans and the Pioneers"; (3) "Science Activities"; (4) "Art Activities"; (5) "Math Activities"; (6) "Map Activities"; (7) "Writing/Spelling"; (8) "Physical Education Activities"; (9) "Social Studies"; and (10) "Appendix." The appendix includes recipes, books, and films that are available to school groups. (BT)

ED 439 050 SO 031 229

Oregon Trail Teacher's Guide.
PUB DATE- 99
NOTE- 135p.; For another document from the Whitman Mission NHS, see SO 031 228.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Differences; Ethnic Groups; Field Trips; Geographic Regions; Heritage Education; Historic Sites; *Integrated Activities; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Oregon Trail; Westward Movement (United States)

The road to the U.S. West, known as the Oregon Trail, had its first real traffic in 1843 when a group of about 1000 people left Independence, Missouri and traveled west. This teacher's guide contains short descriptions of the main landmarks and stopping points that were significant along the northwest portion of the Oregon Trail. The guide is primarily devoted to the geographical areas and peoples found around and about these important locations. It is divided into the following sections: (1) "Historical Highlights"; (2) "Indians/The First People in Oregon"; (3) "The Missionaries"; (4) "The Pioneers"; (5) "Social Studies Activities"; (6) "Map Activities"; (7) "Language Arts"; (8) "Science Activities"; (9) "Math Activities"; (10) "Art Activity Suggestions"; (11) "Physical Education Activities"; and (12) "Appendix." A Teacher's Guide Evaluation Form is attached. (BT)

ED 439 051 SO 031 248

Seyler, Sherilyn; Kupper, Kathleen
The Building of the Chesapeake and Ohio Canal. Teaching with Historic Places.
PUB DATE- 99
NOTE- 25p.

materials; (2) support a national network of state and local leaders representing every state; (3) provide professional staff development for educators, lawyers, and juvenile justice professionals; (4) conduct programs for students; and (5) prepare community volunteers as co-instructors and co-leaders in classrooms and community activities for youth. Following an overview of Youth for Justice, the booklet contains informational sections on the five LRE organizations: American Bar Association, Division for Public Education; Center for Civic Education (CCE); Constitutional Rights Foundation (CRF); Phi Alpha Delta, Public Service Center (PAD PSC); and Street Law, Inc. The material provided also includes a Youth for Justice State Contact List. (BT)

ED 439 071 SO 031 483

Horan, Michael P.
Catechesis as an Evangelizing Moment: Singular Challenge to a Maturing Church.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Case Studies; Catholic Educators; Catholic Schools; *Catholics; Elementary Secondary Education; *Religious Education
IDENTIFIERS- *Catechesis; Catholic Church; *Evangelization

This book is intended for anyone who seeks to help people to embrace and grow in the Catholic faith. It is provided as a help to the reading of the new "General Directory for Catechesis" (GDC) as an aid to its reception and implementation in both Catholic parishes and Catholic schools. It presumes that churches and schools want to engage in evangelizing catechesis to promote adult faith for a mature church. Following an exploration of three practical situations or contexts for evangelization illustrated through three distinct life stories, the book reviews the evolution of the understanding of evangelization found in selected church documents. It also probes some specific practical ways to answer the two guiding questions: what is evangelizing catechesis, and how can it pervade and enrich the work and what effect can the "catechumenal model" have on the life of the church and all efforts to welcome and form people in faith? Chapters in the book are: (1) "Catechesis, Evangelization and a New Catechetical Directory"; (2) "Three Real Life Stories, Three Senses of Evangelization Treated in the GDC"; (3) "Catechumenate as Inspiration for Evangelizing Catechesis"; (4) "Some Questions and Implications for Parish and School Leaders: Challenges to a Mature Church"; and (5) "Conclusion: A Letter from the Future." Includes sources for further reading. (BT)

ED 439 072 SO 031 485

Brophy, Jere; Alleman, Janet
Primary-Grade Students' Knowledge and Thinking about Clothing as a Cultural Universal.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 253p.
LANGUAGE- English

1999 National Staff Development Conference, then summarizes data collected from attendees of that conference session in response to a written survey distributed and completed during the session. The conference session explained that paraeducators require training, but there is concern over the additional responsibility which supervision of paraeducators represents for teachers (though paraeducator supervision and training might be considered an extension of the teacher's role). A 3-year project, Super-Vision: A Model for the Teacher's Role as Supervisor of Paraprofessionals, field-tested a curriculum which provided training in collaborative and professional development skills to teacher-paraeducator teams; developed a trainer's manual; provided training for teams; and provided orientation training to education administrators. The project developed a unique method for observing paraeducators and teachers. After being observed, participants completed self-evaluations. Conferences were held pre- and post-observation. This paper discusses some of the benefits from using an observation and conferencing procedure. Data from 21 attendees at the conference session indicated that most attendees would like more supports or tools and more comprehensive paraeducator training. Though many of their districts had paraeducator training, it tended to be insufficient. (SM)

ED 439 091 SP 039 039

Evers, Will J. G.; Gerrichhauzen, John; Tomic, Welco
The Prevention and Mending of Burnout among Secondary School Teachers. Technical Report.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Discipline; Foreign Countries; Secondary Education; *Secondary School Teachers; *Self Efficacy; Student Behavior; Teacher Attitudes; *Teacher Burnout
IDENTIFIERS- Bandura (Albert)

This paper examines research on teacher burnout, using the self-efficacy theory as the framework. It explains that designing a program to help teachers improve classroom management and thus prevent classroom disorder may contribute to the prevention of burnout. Chapter 1 introduces the issue of teacher burnout. Chapter 2 discusses burnout research, focusing on definitions, the domain, the situation, and the origin, causes, and consequences of burnout. Chapter 3 explains on the self-efficacy theory and describes how the theory is applied to the teacher-student relationship. Chapter 4 examines the current situation with teacher burnout and highlights seven observations: (1) the relationship of burnout to student behavior and behavior management; (2) classroom management skills; (3) self-efficacy skill requirements; (4) difficulties in classroom management; (5) classroom management of social interactions; (6) classroom discipline; and (7) burnout due to lack of discipline. Chapter 5 discusses on individual intervention, examining sources for strengthening self-efficacy beliefs, intervention programs and results, and intervention based on self-efficacy. Chapter 6 presents conclusions. Chapter 7 discusses the necessity of developing an intervention program. (Contains approximately 115 references.) (SM)

ED 439 092 SP 039 040

designed to be significant for student teachers' professional development in the course of training as well as for evaluating the effectiveness of a teacher education program. A first-order confirmatory factor analysis supported the independence of the dimensions. A second-order analysis supported a hierarchical model when these three dimensions are subsumed into a broader concept of professional self-esteem. It is argued that this model and the instrument developed are salient for future research into professional self-esteem in the arena of teacher education. (Contains 98 references.) (Author/SM)

ED 439 111   SP 039 062

Yeung, Ka Wah; Watkins, David
Hong Kong Student Teachers' Personal Construction of Teacher Efficacy.
PUB DATE- 98
NOTE- 42p.; This research is supported by a research grant offered by the Hong Kong Institute of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Self Efficacy; *Student Teacher Attitudes; *Student Teachers; *Teacher Effectiveness; Teacher Student Relationship; Teaching Skills
IDENTIFIERS- Hong Kong

This study employed the repertory grid technique to investigate how a sample of 27 student teachers in Hong Kong developed a personal sense of teaching efficacy. The analysis indicated that third-year students' perceptions were more homogeneous than were those of first-year students. The results also indicated that teaching efficacy was viewed in terms of the dimensions of concern for instructional participation and learning needs of students, communication and relationships with students, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, teaching commitment, and a sense of self-confidence. Experiences of teaching practice, electives, students, and teaching practice supervisors (electives) were the major sources for the development of a sense of teaching efficacy. Implications of how these aspects of teacher training can be more effective in engendering a sense of efficacy in student teachers are discussed. (Contains 46 references.) (Author/SM)

ED 439 112   SP 039 067

Edwards, Jennifer L.; Green, Kathy E.; Lyons, Cherie A.
Personal Empowerment, Efficacy, and Environmental Characteristics.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Educational Environment; Elementary Secondary Education; *School Culture; *Self Efficacy; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Empowerment; Teachers
IDENTIFIERS- Learner Centered Instruction

This study examines the personal empowerment and efficacy of

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Distance Education; Educational Change; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; Program Development; Program Effectiveness; Program Evaluation; *Special Education Teachers; *Teacher Competencies; *Teacher Supply and Demand; Teaching Skills
IDENTIFIERS- Missouri

This paper describes a state pilot project which addressed Missouri's current and anticipated special education teacher shortages by reinventing teacher education and using new technologies and service delivery models to increase the quality and supply of special educators. It worked to certify current general educators as special educators. The first year of the pilot project is described, including development as a collaborative effort among the university, the state department of education, 50 teachers, and 17 local school districts. The paper examines startup and design of the curriculum, recruitment and selection of teachers, introduction of distance learning technologies, and initial evaluation of the first year. Evaluation data include Praxis test scores, participant feedback, administrator comments, and a state department of education audit. The project successfully increased the supply of special educators and improved the quality of teaching. Lessons learned included: the project was extremely labor intensive for faculty and staff; adult learners needed nurturance and support beyond what is traditionally available; district support was crucial; veteran teachers who transferred into special education learned about the invisibility of special education; and general educators needed and desired more understanding and professional competence to be prepared for inclusive classrooms. (SM)

ED 439 132 TM 030 359

Burnett, David Wallace
Taxonomy of Performance Objectives.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *Cognitive Processes; Comparative Analysis; *Educational Objectives; *Performance Based Assessment; Performance Factors

The taxonomy outlined in this paper provides a framework for the classification of performance objectives. The taxonomy has three levels: (1) demonstration of cognitive mastery; (2) demonstration of a task in isolation; and (3) demonstration of a task in context. As one moves up the taxonomy, the student's performance requires a longer period of time for completion. The student must integrate a larger number of activities, and there are fewer specific rules for the student to follow. The student must exercise higher levels of judgment and demonstrate mastery of skills in increasingly realistic situations. Use of the taxonomy clarifies the intent of instructional objectives issues of current interest. The Committee on Appropriate Test Use of the Board on Testing and Assessment of the National Research Council adopted three principal criteria for determining whether test use is appropriate. Measurement validity, attribution of cause, and effectiveness of treatment are the criteria on which the basic principles of appropriate test use lie. The chapters of this report are: (1) "Introduction"; (2) "Assessment Policy and Politics"; (3) "Legal Frameworks"; (4) "Tests as Measurement"; (5) "Tracking"; (6) "Promotion and Retention"; (7) "Awarding or Withholding High School Diplomas"; (8) "Students with Disabilities"; (9) "English-Language Learners"; (10) "Use of Voluntary National Test Scores for Tracking, Promotion, or Graduation Decisions"; (11) "Potential Strategies for Promoting Appropriate Test Use"; and (12) "Findings and Recommendations." Each chapter contains references. (SLD)

ED 439 152   TM 030 689

Mills, Geoffrey E.
Action Research: A Guide for the Teacher Researcher.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- #Action Research; Case Studies; #Educational Change; Elementary Secondary Education; Higher Education; #Research Methodology; #Teacher Researchers

This guide defines action research and provides historical and theoretical contexts for its use. Specific advice is given for the teacher-researchers engaging in action research, and a case study provides an extended example of the action research process. The chapters are: (1) "Understanding Action Research"; (2) "Deciding on an Area of Focus"; (3) "Data Collection Techniques"; (4) "Data Collection Considerations: Validity, Reliability, Generalizability, and Ethics"; (5) "Data Analysis and Interpretation"; (6) "Action Planning for Educational Change"; (7) "Sharing, Critiquing, and Celebrating Action Research"; (8) "On-Line Action Research Resources"; and (9) "Action Research in Action: A Case Study of Curtis Elementary." (Contains 82 references.) (SLD)

ED 439 153   TM 030 690

Tombari, Martin L.; Borich, Gary D.
Authentic Assessment in the Classroom: Applications and Practice.
PUB DATE- 99
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; Educational Practices; Elementary Secondary Education; Evaluation Methods; Knowledge Level; Learning; #Student Evaluation; #Test Construction
IDENTIFIERS- #Authentic Assessment

The New Synthesis approach views learning as an active process by which learners create knowledge structures or mental

September 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Elementary Secondary Education; Immigrants; *Islamic Culture; Private Schools; Religion; *Religious Education; United States History; Values Education
IDENTIFIERS- Islamic Law; Koran

The need for Islamic schools in the United States is growing with the increasing flow of Muslim immigrants. Increasing public school problems lead many Muslim parents to seek private education. Islamic schools are based on religion, though Islam is both a religion and a way of life. The ultimate goal of these schools is to produce graduates who are rich in knowledge, noble in character, and able to promote righteousness in society. Islamic schools include religious, sociocultural, and academic education. The Muslim Academy of Central Florida (MACF) serves K-8 students, providing a meeting ground for Muslim students from diverse cultures. Its curriculum is based on the teachings of the Quran. The curriculum includes Arabic language, Islamic studies, prayers, and all secular subjects. The MACF enables students to fulfill the Islamic goals of personal development, social competence, and continued learning. The school's purpose is to reform the total personality of the student, and to produce students who can accept Islam as a way of life, even outside the Muslim environment. Students learn to be better U.S. citizens. After 6 years of operation, the school is underenrolled because so many students continue to attend non-Muslim schools. (Contains 11 references.) (SM)

ED 439 174 UD 033 382

Baumohl, Jim, Ed.
Homelessness in America.
PUB DATE- 96
NOTE- 291p.; Sponsored by the Melville Charitable Trust.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blacks; Children; Family Problems; Federal Aid; Federal Legislation; Hispanic Americans; *Homeless People; *Housing Needs; Housing Opportunities; Local Legislation; Mental Disorders; Poverty; Public Policy; Rural Areas; Social Influences; State Legislation; Substance Abuse; Veterans
IDENTIFIERS- African Americans; Shelters; Stewart B McKinney Homeless Assistance Act 1987; Welfare Reform

This book about homelessness in the United States offers 16 chapters in three parts. Part 1, "History Definitions, and Causes," includes: (1) "Redefining the Cursed Word: A Historical Interpretation of American Homelessness" (Kim Hopper and Jim Baumohl); (2) "Homelessness: Definitions and Counts" (Martha R. Burt); (3) "The Causes of Homelessness" (Paul Koegel, M. Audrey Burnam, and Jim Baumohl); (4) "Housing Policy: A General Consideration" (Cushing N. Dolbeare); (5) "Why the Road off the Street is Not Paved with Jobs" (Bristow Hardin); and (6) "Income Maintenance: Little Help Now, Less on the Way" (Mark H. Greenberg and Jim Baumohl). Part 2, "Dimensions of Homelessness," includes: (7) "Rural Homelessness: A Synopsis" (Laudan Y. Aron and Janet M. Fitchen); (8) "Material Survival Strategies on the Street: Homeless People as Bricoleurs" (David A. Snow, Leon Anderson, school's most basic operations, and not the special needs. The second part contains a summary of the report, and includes the findings and recommendations of a report previously released by the Commission, "Title I in Midstream: The Fight To Improve Schools for Poor Kids." (Contains 18 figures and 26 references.) (SLD)

ED 439 194 UD 033 411

Winglee, Marianne; Marker, David; Henderson, Allison; Young, Beth Aronstamm; Hoffman, Lee
A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level. Technical Report.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Dropout Rate; Dropouts; *High School Students; High Schools; *Research Methodology; *School Statistics; Tables (Data)
IDENTIFIERS- Common Core of Data Program; National Center for Education Statistics

The National Center for Education Statistics (NCES) has explored the feasibility of adjusting nonstandard dropout reports to make them comparable with those from states using the standard Common Core of Data (CCD) definition. Between 1997 and 1999 staff from NCES and state education agencies worked with analysts from Westat to develop a methodology for adjusting nonconforming dropout data and to test a proposed high school completion rate. The analyses presented in this report find that the major types of nonstandard dropout reporting practices have statistically significant, but different, effects on the size of state dropout rates. The most common variant used a reporting calendar that takes a "snapshot" count of dropouts at the conclusion of the school year rather than the beginning. This typically leads to a small net increase in the number of dropouts reported, compared with the CCD reporting guidelines. This report recommends that data from states using an alternative calendar be published without adjustment, with data from states that conform to the CCD reporting calendar and a footnote to identify alternative reporting calendars. This would add 12 to the number of states with dropout data reported by the NCES. The effects of variations regarding the reporting of summer dropouts and the status of those moving to adult education are more variable, and it is recommended that NCES continue to withhold publication of data from states with these variations (10 states in 1995). Appendixes contain dropout and complete definitions and a map of Census regions. (Contains 12 tables.) (SLD)

ED 439 195 UD 033 414

Christopher, Karen; England, Paula; McLanahan, Sara; Ross, Katherin; Smeeding, Tim
Gender Inequality in Poverty in Affluent Nations: The Role of Single Motherhood and the State.
PUB DATE- 00
NOTE- 50p.; Revised version of a paper presented at a conference on Child Well-Being in Rich and Transition Countries (Luxembourg, September 30-October 2, 1999). Funded by the MacArthur Research Network on Families and the Economy.
LANGUAGE- English

used by children younger than 5 years with employed mothers, both nationally and across a number of states. Data are from the 1997 National Survey of America's Families, which oversampled low-income households. While parents work, a large proportion of preschool children, regardless of age or income, are regularly cared for by individuals other than their parents. This is true nationally and for each of the 12 states studied, a finding that emphasizes the importance of child care in the lives of U.S. families. The availability of state-specific child care data illuminates large differences in child care experiences across the states. Infants and toddlers are more likely to be cared for in less formal child care arrangements (such as relatives), and 3- and 4-year-olds are more likely to be cared for in center-based care, but there are clear exceptions. No single finding explains variations in state patterns of child care. Findings highlight the importance of continuing to explore state differences in child care and the challenges faced by policymakers working to develop child care policies. (SLD)

ED 439 213 UD 033 436

Lee, Valerie E.; Smith, Julia B.; Perry, Tamara E.; Smylie, Mark A.
Social Support, Academic Press, and Student Achievement: A View from the Middle Grades in Chicago. Improving Chicago's Schools. A Report of the Chicago Annenberg Research Project.
PUB DATE- 99
NOTE- 41p.; Sponsored by the Chicago Annenberg Research Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Gains; *Educational Environment; Elementary School Teachers; Interpersonal Relationship; *Middle School Students; Middle Schools; *Social Support Groups; Test Results; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This report focuses on the relationships of student social support and school academic press to gains in student academic achievement in the Chicago public schools. Social support refers to personal relationships students have with people in and out of school who may help them do well, and academic press refers to the extent to which school members, including students and teachers, experience a strong emphasis on academic success and conformity to specific standards of achievement. Analyses of citywide survey data and achievement test scores of sixth and eighth grades in Chicago reveal that levels of both social support and school academic press are positively related to student achievement in reading and mathematics. Survey data came from 28,318 sixth and eighth graders and more than 5,000 teachers in Chicago elementary and middle schools. Regardless of the background characteristics of students and the demographic characteristics of their schools, when either support or press is strong and the other is weak, students learn less. The report pairs these findings with examples from fieldwork that illustrate steps schools can take to strengthen both support and academic press. Findings challenge proposals for school reform that view academic focus and rigor and social support as contradictory strategies. To succeed in schools that press them hard, students need strong social support. Conversely, even in the presence of strong social support, students will not learn much unless schools press them to achieve academically. (Contains 5 figures and 41 references.)

Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Child Development; *Child Rearing; *Children; Cultural Influences; Discipline; Emotional Development; Individual Development; *Males; Masculinity; Moral Development; *Parent Child Relationship; Personality; Personality Development; Resilience (Personality); Sex Differences; *Socialization; Sons; Teacher Student Relationship
IDENTIFIERS- *Character Development; Identity Formation

Noting that characteristics such as attachment, honesty, self control, sportsmanship, generosity, and courage may be nurtured or thwarted by parents, teachers, or society, this book examines the roots of male character from birth to late adolescence. It maintains that particular intrinsic biological drives combine with parenting styles and gender-polarizing cultural forces to create character. Highlighted with stories of boys' experiences, the book illustrates challenges that create character and offers guidance for nurturing and encouraging the qualities that make boys different from girls. The topics covered are: (1) "What Is Character?" (2) "The Roots of Character," providing a framework for understanding how relationships provide the foundation for character development; (3) "Infants and Toddlers," discussing infant senses, early self control, and sociability; (4) "Male Connection and Emotion," focusing on attachment relationships; (5) "Word Magic," highlighting the role of language to express emotions; (6) "Discipline and Punishment"; (7) "Preschoolers," including gender consciousness, play, guns, books, and television; (8) "Sharing," including parental and societal influences, and friendliness as sharing oneself; (9) "Curiosity"; (10) "Schoolboys," including school transitions, friendship, self esteem, and early tests of character; (11) "Honesty"; (12) "Self-Control"; (13) "Teasing and Bullying"; (14) "Early Adolescence," including father- and mother-son relationships and risk factors; (15) "Identity and Friendship"; (16) "Alcohol and Drugs"; (17) "Late Adolescence," discussing diverging tracks, delinquency, and sexuality; (18) "Enabling," including parental complicity in self-destructive behavior and positive ways to support character; (19) "Cheating"; (20) "Play and Sports"; and (21) "Giving Back," discussing idealism, the true self, and reciprocity. Each chapter contains references. (KB)

ED 438 914   PS 028 332

Terry, Elizabeth; Manlove, Jennifer
Trends in Sexual Activity and Contraceptive Use among Teens. Child Trends Research Brief.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 00
NOTE- 7p.; Brief based on a longer paper, "Trends in Sexual Activity and Contraceptive Use," available on-line at http://www.teenpregnancy.org/campub.htm for $5.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Contraception; *Early Parenthood; Pregnancy; *Sexuality; Trend Analysis; Youth Problems
IDENTIFIERS- Abstinence; Sexual Relationships

The current research and policy debate over why teen pregnancy and birth rates have declined in the 1990s has focused on whether increased abstinence or increased contraceptive use is primarily responsible. This research brief indicates that both

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Role; *Administrators; Change Strategies; *Early Childhood Education; Higher Education; *Leadership Qualities; *Leadership Responsibility; Preschool Teachers; Teacher Education; Theory Practice Relationship
IDENTIFIERS- *Educational Leadership; Family Resource and Support Programs; Family Support

Despite recent attention to leadership in early care and education, the field does not have a commonly accepted definition of leadership, nor has it engaged in a systematic and collaborative discussion of the properties of leadership. This volume is intended to address these and other shortcomings. In addition to defining leadership and presenting a broadened framework for considering leadership, the articles in the volume examine the constraints, possibilities, and the actual challenges of creating a durable leadership capacity. It also looks at specific issues facing many institutions and organizations as they consider alternative approaches to leadership development. The Leadership Working Group's set of action recommendations is presented to help advance a leadership agenda for early care and education. The articles are: (1) "Leadership in Early Care and Education: Issues and Challenges" (Sharon L. Kagan and Barbara T. Bowman); (2) "Historical Views of Leadership" (Gwen Morgan); (3) "Pedagogical Leadership" (Lilian G. Katz); (4) "Administrative Leadership" (Mary L. Culkin); (5) "Advocacy Leadership" (Helen K. Blank); (6) "Community Leadership" (Dwayne A. Crompton); (7) "Conceptual Leadership" (Sharon L. Kagan and Michelle J. Neuman); (8) "Race, Class, and Education" (Evelyn K. Moore); (9) "Who's Missing at the Table? Leadership Opportunities and Barriers for Teachers and Providers" (Marcy Whitebook); (10) "Reflections on Early Childhood Leadership Development: Finding Your Own Path" (Anne Mitchell); (11) "Personal Dimensions of Leadership" (Linda M. Espinosa); (12) "New Directions in Higher Education" (Barbara T. Bowman); (13) "New Directions for Professional Organizations" (Sue Bredekamp); (14) "New Directions for Non-College/University Training" (Marilyn Henry and Carol Brunson Phillips); (15) "New Directions for Resource-and-Referral Agencies" (Patricia Siegel); (16) "New Directions for Mediating Organizations" (Ellen Galinsky); "(17) "New Directions for Parent Leadership in a Family-Support Context" (Judy Langford and Bernice Weissbourd); and (18) "Moving the Leadership Agenda" (Barbara T. Bowman and Sharon L. Kagan). The first 11 articles are followed by commentary. All but the last article contain references. (HTH)

ED 438 932   PS 028 355

Guide to Accreditation by the National Association for the Education of Young Children: Self-Study, Validation, Accreditation.
PUB DATE- 98
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Early Childhood Education; Educational Quality; Guides; *Quality Control; *Self Evaluation (Groups); Standards
IDENTIFIERS- Day Care Quality; National Academy of Early

adjusted for demographic trends to aid interpretation. A system of indicators meeting the demanding criteria is slowly becoming a reality. (KB)

ED 438 950   PS 028 389

Kaufman, Gershen; Raphael, Lev; Espeland, Pamela
Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem. Revised and Updated.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 131p.; Funded by the Health Promotion Program at Michigan State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bullying; Child Behavior; Child Responsibility; *Children; *Emotional Development; Expectation; Parent Child Relationship; Peer Relationship; Self Concept; *Self Efficacy; *Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- Pride

Based on the view that real self-esteem is grounded in facts and truths, real achievements, and real competencies, this book helps children 8 to 12 years old understand the importance of knowing, valuing, and being oneself while striving to do what is right. The book contains kid- friendly, practical, fun, and easy-to-use methods to help children develop the personal power they need to make the right choices every day. Part 1 of the book concerns personal power and focuses on five ways to get and use personal power: (1) being responsible for one's behavior and feelings; (2) making choices and understanding the difference between realistic and unrealistic expectations; (3) getting to know oneself; (4) getting and using power in one's relationships, including help in dealing with authority figures, parents, peers, and bullies; and (5) learning to live happily ever after by keeping a daily "happiness list." Part 2 centers on self-esteem, noting that self-esteem is not conceit, arrogance, or superiority, and that children are responsible for their own self-esteem. This part includes a self-quiz on self-esteem so children can see how this concept influences their everyday lives. Also included is an "I-Did-It" list that helps children recognize their own positive thoughts and "estimable" deeds and recognize that action creates pride in oneself. (KB)

ED 438 951   PS 028 390

Lally, J. Ronald; Griffin, Abbey; Fenichel, Emily; Segal, Marilyn; Szanton, Eleanor; Weissbourd, Bernice
Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; Child Development;

Foster, Jack D.
Redesigning Public Education: The Kentucky Experience.
PUB DATE- 99
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; *Educational Assessment; *Educational Change; Educational History; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Policy Analysis; Politics of Education; *Public Schools; Rural Education; *School Based Management; School Effectiveness; State Legislation
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Policy Implementation; School Councils

In 1989, the Kentucky Supreme Court declared that the state's public school system was unconstitutional and ordered the Kentucky legislature to create a new system of public education. The Kentucky General Assembly then enacted the Kentucky Education Reform Act of 1990 (KERA). This book sets forth the policy assumptions underlying KERA and outlines the successes and difficulties Kentucky experienced in implementing these policies. Special attention is given to whether a specific policy proved to be unsound or whether its implementation was flawed in some way. Serious omissions that still have not been adequately addressed are pointed out. The 16 chapters cover the mandate to change, a statement of principles, a new approach to curriculum, the curriculum in the classroom, academic performance standards, monitoring student progress (continuous assessment), a fair start for every child (nongraded primary program), support for students (extended school services and family service centers), technology in the classroom, redefining a school, the role of school councils, responsibility for results (accountability and school consequences), defining school improvement, measurement of improvement, accountability revisited, and concluding thoughts. Although it is too early to know if student learning has improved as expected, the book concludes that, for the most part, KERA has been implemented as intended. (Contains references in each chapter and an index.) (TD)

ED 438 970   RC 022 222

Thiessen, Victor; Looker, E. Dianne
Investing in Youth: The Nova Scotia School-to-Work Transition Project.
PUB DATE- 99
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Career Guidance; *Education Work Relationship; Experiential Learning; Foreign Countries; High School Students; High Schools; *Outcomes of Education; Partnerships in Education; Program Evaluation; Rural Education; *School Business Relationship; Sex Differences; *Work Experience Programs
IDENTIFIERS- *Nova Scotia

Economic, technological, and social changes occurring around the world have produced incredible challenges for youth, symbolized by persistently high youth unemployment rates despite increasing educational attainments and a shrinking youth population. Chapter 1 of this book provides an overview of the

the framework of UNESCO's Asia-Pacific Programme of Education for All (APPEAL), and supports one of APPEAL's priority areas, community participation and ownership. Community learning centers, managed by local institutions outside the formal school system, provide literacy and learning opportunities of empowerment for all people to improve quality of life, develop community, and promote social transformation. A planning meeting held in Dhaka, Bangladesh, in 1998 was attended by 18 participants representing governments and nongovernmental organizations from Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Mongolia, Nepal, Papua New Guinea, and Uzbekistan. The objectives of the meeting were to exchange experiences among participating countries, develop a clear concept of the community learning center, and develop a regional framework and national action plans. In chapter 1, country papers identify issues and emerging trends. Each country paper includes a profile of the country, the education system, and a case study on existing community learning centers. Chapter 2 presents reports from field visits to community learning centers around Dhaka. Each report describes the center's physical and socioeconomic context, clientele, management, activities, expectations, and outcomes. The concept of the centers and guidelines developed by participants are found in Chapter 4. National action plans developed from the guidelines are in Chapter 5. Chapter 6 contains recommendations for regional cooperation. Five appendices present a list of participants, the agenda and work schedule, opening remarks, a background report on community learning centers, and case studies from Nepal. (TD)

ED 438 988   RC 022 316

Arroyo, Michele Gonzalez; Kurre, Laura
Young Agricultural Workers in California.
SPONS. AGENCY- California Univ., Oakland. Div. of Agriculture and
  Natural Resources.; California Wellness Foundation.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accidents; Adolescents; *Agricultural Laborers;
  Agriculture; *Child Labor; Educational Needs; Hispanic
  Americans; *Injuries; Labor Legislation; *Occupational Safety
  and Health; Work Environment; *Youth Employment
IDENTIFIERS- *California

This report examines the extent to which young people work in California agriculture and describes work-related hazards and injuries among young agricultural workers. Data were gathered through a literature review; discussion groups with parents, community groups, and English-as-a-second-language students in the San Joaquin Valley; surveys of 295 high school students in 4 central California counties; and interviews with 23 farm employers. Findings indicate that current employment data do not accurately reflect the situation in many San Joaquin Valley communities. National studies of childhood agricultural injury and illness cannot be generalized to California because of unique aspects of the state's agricultural industry. Research is especially lacking on sexual harassment and other forms of workplace discrimination faced by young farmworkers. Agriculture is a major source of youth employment in California. Agriculture is also a dangerous occupation, with high rates of fatal and nonfatal injuries for all workers and young workers. Nevertheless, farm labor contractors often do place. These findings strongly mitigate the effectiveness of externally-applied models or designs. Accordingly, the unique context of each site was central to third-year efforts and presented some difficulties for networking activities. Detailed descriptions of the context, activities, and progress at each site are included. Data tables outline project design elements, NWREL activities, site progress based on original design elements, and third-year progress and hindrances at each site. (SU)

ED 430 006   SE 062 657

Schenck, Sarah, Ed.; Meeks, Donna, Ed.
Math and Science Programs: Making Them Count.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; Higher Education; *Mathematics Education; *Science Education; *Technology Education

A solid background in math, science, and technology is vital to competing in today's workforce, as well as necessary to understanding the world in which we live. Mastery of technology is now necessary even in traditionally vocational careers, as some of today's automobiles have more computing power than a personal computer. New York City private sector job growth has been concentrated in areas which require a foundation in math, science, and technology. This report looks at recent steps taken, as well as the many barriers which remain, to making New York City high school graduates genuinely competitive in science, math and technology. These steps began under then Chancellor Cortines in 1994 with the introduction of the Citywide Math and Science Initiative, which required all entering high school students to take 3 years of Regents-level math and laboratory science. Chancellor Crew has continued this initiative, adding greatly needed standards and resources for technology to the schools. We are far from achieving the primary goal established by the Citywide Math and Science Initiative--namely, that all students develop math and science skills at the Regents level. In addition to documenting barriers to the Initiative's complete and successful implementation, this study makes recommendations which constitute an agenda for what must be done in the coming years. The methodology utilized combined field interviews and observations with a review of relevant test scores, budget and policy data produced by the New York City Board of Education and the New York State Department of Education. Field work included staff interviews and inspections of science laboratories at 19 high schools chosen to represent all five boroughs and the range of academic performance. (ASK)

ED 430 007   SE 063 070

Anderson, John R.; Reder, Lynne M.; Simon, Herbert A.
Applications and Misapplications of Cognitive Psychology to Mathematics Education.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Resources; Elementary Education;
Foreign Countries; *Instructional Materials; *Mathematics
Curriculum
IDENTIFIERS- *Canada (West)

This annotated bibliography identifies the English language resources endorsed by all Western Canadian Protocol (WCP) jurisdictions implementing The Common Curriculum Framework for K-12 Mathematics for Kindergarten to Grade 9 (Common Curriculum Framework). Resources in this annotated bibliography were selected through a collaborative review process, based on their high level of fidelity with the rationale, philosophy, mathematical processes, and outcomes of the Common Curriculum Framework. These resources underwent an intensive review and were found to be the most suitable of those submitted. The resources in this bibliography are organized by grade, then alphabetically by title. Resources that are suitable at more than one grade appear in each of the applicable grades, thus providing a comprehensive list of materials for each grade. Descriptions have been written for each resource. Where material is deemed to be particularly useful for students with special needs or for small populations, e.g., learning disabled or gifted, this information is included in the audience section of the annotation. An alphabetical title listing at the end of the bibliography indicates the designated grade(s) of each resource. (ASK)

ED 439 029 SE 063 284

Mathematics Comparison Study = Etude Comporative Portant Sur les
Mathematiques.
PUB DATE- 99
NOTE- 499p.; For the companion database, see SE 063 285.
LANGUAGE- English; French
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports -
Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries;
*Mathematics Achievement; Mathematics Education; *Program
Effectiveness; *Student Attitudes
IDENTIFIERS- Canada

At the request of the Council of Ministries of Education, Canada (CMEC), Alberta Learning conducted this Mathematics Comparison Study. The focus of this study is from Kindergarten to Grade 12. All provinces and territories were invited to participate, and only the Quebec region declined. Participating regions were invited to send a representative to Edmonton on September 30, 1998, for a 1-day working group meeting to discuss the project and how best to proceed in the presentation of the information to be incorporated into the study. The study focuses on: English and French mathematics programs; program philosophy; rationale; vision; aim; general outcomes; general goals or objectives; content organizers; trends or topics; specific outcomes or objectives by the end of grades 3, 6, 9 and 12; learning resource lists; authorization criteria and resource evaluation criteria (the latter two of which were not covered); implementation times for last program and resources; when next program revision is planned; course structure for secondary school, including alternative course sequences and graduation requirements (number and type of courses available, instructional time for each course); and analysis/issues in moving to a common framework--no recommendations have been made. The study focused on outcomes as well as the processes, goals, beliefs, and student attitudes identified in the WCP document. Documents of the participating regions were then

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Geography; History Instruction; *Primary Sources; Science and Society; Secondary Education; Social Studies; Technology; *United States History
IDENTIFIERS- District of Columbia; Washington (George); *Water Transportation; Westward Movement (United States)

This teaching guide explores the history of the Chesapeake and Ohio (C & O) National Historic Park, its building and its times. The lesson can be used in units on the early industrial period of U.S. history and in courses on geography or science and technology. Students realize the role canals played in western expansion and in the evolution of transportation by focusing on the construction of the Chesapeake and Ohio Canal. Student objectives include: (1) to describe the importance of George Washington's role in the building of a Potomac River canal; (2) to explain the role canals played in the early industrial economy of the nation; (3) to outline the effect the C & O Canal had on the Potomac River Valley; and (4) to research forms of transportation used in the students' own communities in the early days of development. (LB)

ED 439 052 SO 031 249

Obleschuk, Leslie C.
Birthplace of John F. Kennedy: Home of the Boy Who Would Be President. Teaching with Historic Places.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; *Heritage Education; Historic Sites; History Instruction; Material Culture; Presidents of the United States; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Kennedy (John F); Massachusetts (Brookline)

This lesson is based on the John F. Kennedy National Historic Site (Massachusetts), the birthplace of President John F. Kennedy. The lesson can be used as a biographical study, an introduction to the Kennedy presidency and the turbulent sixties, or as part of a unit on post-World War II U.S. history. Primary and secondary sources are included for students to use to help strengthen their skills in analytical reading and interpretation related to history. The sources also help students understand that history and culture are shaped by the lives and accomplishments of the people of a society, and that one individual can make a difference. The student objectives are: (1) to list the values that Joseph and Rose Kennedy tried to instill in their children; (2) to identify reasons why we remember John Fitzgerald Kennedy today; (3) to consider the effects of family culture, or family environment, and community on the development of character and personality; and (4) to investigate the Kennedy traditions, values, interests, and the neighborhood they grew up in, and discuss the effects these have had on the development of their personality and character. (LB)

ED 439 053 SO 031 250

Gray, Stephanie

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; American Indian History; *American Indians; Curriculum Development; Educational Philosophy; Educational Research; Elementary Education; *Elementary School Students; Qualitative Research; *Social Studies; *Student Attitudes; *United States History
IDENTIFIERS- *Native Americans

This paper summarizes responses of students in grades K-3 to questions about Native Americans. The paper draws on findings from two studies, both done in a suburban school system deemed "average" on a variety of educational and socioeconomic indicators. In each study, samples of students stratified by gender and achievement level were interviewed individually about topics addressed in social studies. Analyses focused not just on the accuracy of responses, but on their qualitative nuances that provided insights into students' ideas, including their misconceptions. Responses across grades K-3 suggest that students' knowledge and thinking about Native Americans tends to proceed through the following stages: (1) no knowledge; (2) cartoon stereotypes of the appearance or behavior of Indians; (3) Indians as the first people in America, wilderness survivors, and teachers of and learners from the Pilgrims and other early Europeans; (4) knowledge about Indians' lives and cultures and empathy with them as noble ecologists and victims of European aggression and greed; and (5) distancing and loss of empathy as attention shifts to the pioneers and the westward expansion of the United States. Implications for planning curriculum and instruction for elementary social studies are discussed with recommendations for classroom teachers and curriculum planners. (Contains 36 references.) (BT)

ED 439 073 SO 031 561

Nuzzi, Ronald
Gifts of the Spirit: Multiple Intelligences in Religious Education. Second Edition.
PUB DATE- 99
NOTE- 83p.; For the first edition, see ED 411 198.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Catholic Schools; *Catholics; Early Childhood Education; Elementary Secondary Education; Instructional Effectiveness; *Multiple Intelligences; *Religion; *Religious Education; Theory Practice Relationship
IDENTIFIERS- *Catholic Church; Gardner (Howard)

This booklet provides practical direction for religious educators that they might effectively teach heterogeneous groups of learners by employing a broad range of teaching/learning approaches while keeping in the forefront the importance of basing practice on sound theory. The booklet begins with a clear explication of the essential attributes of Howard Gardner's theory of multiple intelligences. It explains each of the eight types of intelligence (linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic); presents suggestions for engaging students in each intelligence area; and provides sample lessons calling for the application of different intelligences at educational levels, ranging from early childhood through adulthood. In addition, the booklet offers a variety of strategies that are applicable across the curriculum. In one section that focuses on the Mass, the booklet presents

Gaines, Ruth Ann
Celebrating Diversity in Iowa.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; *Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Higher Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Iowa; Teacher of the Year

This publication highlights the opportunities to celebrate statewide diversity experienced by the 1998-99 Iowa Teacher of the Year, an African-American woman. Section 1 highlights her visits to 16 colleges around Iowa. Section 2 discusses her visits to 400 classrooms in 93 K-12 schools in 50 districts. Section 3 discusses the conferences and workshops at which she spoke, usually on the subject of diversity. Workshop handouts are included. Section 4 describes panels and club talks. Section 5 describes the many committees she participated in as Iowa's education ambassador. Section 6 describes a play in which she acted at a community playhouse. Section 7 describes a performing group called The Voices of Change, which dramatized solutions to the many human rights problems plaguing students at one high school. Section 8 describes a youth diversity conference that she created, including materials from the conference. Section 9 describes her invitation to introduce President Clinton on his visit to a Des Moines middle school. Section 10 discusses the goals that she intends to achieve as a teacher after completing her term as Iowa Teacher of the Year. (SM)

ED 439 093 SP 039 041

Baker, Thomas E.
When School Accountability and Preservice Teachers' Needs Conflict: Effects of Public School Testing on Teacher Education Field Experiences.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; Public Schools; *Standardized Tests; Student Evaluation; Student Needs; Student Teacher Attitudes; Student Teachers; Student Teaching
IDENTIFIERS- Texas Assessment of Academic Skills

This paper describes a survey of Texas teacher education programs. The programs investigated whether increased pressure on K-12 teachers to prepare students for mandated tests contributed to dissonance between higher education's expectations for field experiences and preservice students' actual experiences. A questionnaire was mailed to the directors of teacher education at 70 colleges and universities (with a 50-percent return rate). Respondents discussed whether their program had modified its curriculum or instructional practices in direct response to the Texas Assessment of Academic Skills (TAAS); whether public schools had ever declined to accept teachers, relating these constructs to environmental characteristics in order to provide information for school counselors who are helping teachers in personal growth. The study also assesses the relationship to teacher conceptual level in order to determine its relationship to empowerment and efficacy. A group of 411 teachers completed a collection of scales and surveys in the spring of 1997. Multiple regressions were conducted for the Vincenz Empowerment Scale (Vincenz, 1990) with the School Culture Survey (Saphier, 1985), Teacher Efficacy Scale (Gibson and Dembo, 1984), Learner-Centered Battery (McCombs and Lauer, 1997), Standards-Based Implementation Survey (Seahorn, 1995), and Paragraph Completion Method (Hunt, Butler, Noy, and Rosser, 1978), as well as for satisfaction and age-related variables. Results indicate that empowerment is related at a low to moderate level to personal teaching efficacy, administrator professional treatment of teachers, reflective self-awareness, honoring of student voice, and satisfaction with teaching as a career. Strategies are presented for school counselors to use in helping teachers increase empowerment. (Contains 67 references.) (SM)

ED 430 113   SP 039 068

Edwards, Jennifer L.; Green, Kathy E.; Lyons, Cherie A.; Rogers, Mary S.; Swords, Marcia E.
The Effects of Cognitive Coaching and Nonverbal Classroom Management on Teacher Efficacy and Perceptions of School Culture.
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Classroom Techniques; Elementary Secondary Education; Group Discussion; *Nonverbal Communication; *School Culture; *Self Efficacy; Teacher Attitudes; Teacher Collaboration; Teacher Effectiveness; Teachers
IDENTIFIERS- Cognitive Strategies; *Peer Coaching

Teachers in this study participated in a 3-year grant funded by the U.S. Department of Education Fund for Innovation in Education. The purpose of the grant was to provide teachers with support in implementing standards-based education. Both treatment and control groups of teachers received instruction in implementing standards-based education from the school district. Teachers in the treatment group also received training in cognitive coaching and coached each other monthly as they implemented the standards. In addition, they received training in nonverbal classroom management, which is a set of nonverbal techniques designed to help teachers decrease the time spent managing in order to increase time spent helping students achieve the standards. Thirty-six coaches received training to provide teachers with feedback on their classroom management skills. Finally, teachers in the project met in monthly dialogue groups across grade levels with teachers from other schools to discuss their implementation of standards. Teachers in the treatment group compared to teachers in the control group increased significantly in teaching efficacy and attitudes toward school culture. Based on these findings, this model appears to have promise for increasing teacher professionalism and efficacy and helping teachers to implement that are limited to a statement of the content to be learned or the skill to be mastered. The taxonomy can be used to compare instructional programs or to compare assessment instruments and match them with the course objectives. In some cases, the highest level in the taxonomy is not always the most appropriate level, since in many instances, a student must understand the task before it can be performed. While use of the taxonomy may reveal alternate methods of assessment, it does not always dictate the most appropriate method. (SLD)

ED 439 133   TM 030 667

Finn, Chester E., Jr., Ed.; Petrilli, Michael J., Ed.
The State of State Standards, 2000: English, History, Geography, Mathematics, Science.
PUB DATE- 00
NOTE- 103p.; With reviews by Sandra Stotsky, David Warren Saxe, Susan Munroe and Terry Smith, Ralph A. Raimi and Lawrence S. Braden, Lawrence S. Lerner. For the 1998 report, see ED 423 267.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Core Curriculum; Criteria; Educational Improvement; Elementary Secondary Education; English; Geography; History; Mathematics; Sciences; *State Programs; *State Standards; Tables (Data)

In 1998, the Thomas B. Fordham Foundation reviewed state academic standards in English language arts/reading, history, geography, mathematics, and science--the five essential subjects identified at the 1989 "education summit." Because many states have changed their standards in the past 2 years, the Foundation has evaluated them again. The news is good, but only modestly so. In every subject, the hypothetical "average" state made a mild improvement in the quality of its academic standards, and the number of states earning "honors" grades (A's or B's) rose. The 1998 average grade was a D , but the 2000 average is a C-. State standards are becoming more specific and measurable, and content is making a comeback as a focus. States are also becoming less enamored of national standards promoted by professional organizations. Only five states, four of them in the South, combine solid standards with strong accountability. Thirty states display a combination of mediocre to awful (or no) standards and weak accountability, and 12 states rest their high-stakes accountability systems on mediocre or inferior standards. Twenty-one states cannot claim to embrace standards-based reform. A report for all states summarizes each state's standards. The first five appendixes are reviews of the five subject areas. Three other appendixes discuss state documents and school-based accountability and list the report's contributors. (Contains 23 tables.) (SLD)

ED 439 134   TM 030 668

Pearlstein, Mitchell B.
Strange Brew: Minnesota's Motley Mix of School Reforms.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Diversity (Student); Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; *Political Influences; Racial Attitudes;

representations. This book attempts to give classroom teachers alternative ways of assessing how their learners think, what they know, and what they can do. The chapters are: (1) "Teaching, Motivation, and Testing"; (2) "Academic Motivation"; (3) "Developing a Framework for Authentic Learning Assessment"; (4) "Quality Assurance"; (5) "Assessing the Knowledge Base"; (6) "Assessing What Learners Can Do"; (7) "Assessing Problem-Solving Strategies"; (8) "Assessing Deep Understanding"; (9) "Assessing Genuine Achievement: The Portfolio"; (10) "Assessing Collaborative Skills and Self-Determination"; and (11) "Developing a Worthwhile Grading Plan." (Contains 35 figures, 1 table, and 113 references.) (SLD)

ED 439 154   TM 030 691

Bruning, Roger H.; Schraw, Gregory J.; Ronning, Royce R.
Cognitive Psychology and Instruction. Third Edition.
PUB DATE- 99
NOTE- 433p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Psychology; *Curriculum Development; Higher Education; *Instruction; Memory; Problem Solving; Self Concept; *Teaching Methods; Textbooks

Like the earlier editions, the current text is directed at educators who are interested in understanding the principles of cognitive psychology and applying them to instruction and curriculum design. The following chapters are included: (1) "Introduction to Cognitive Psychology"; (2) "Sensory, Short-Term, and Working Memory"; (3) "Long-Term Memory: Structures and Models"; (4) "Encoding Processes"; (5) "Retrieval Processes"; (6) "Beliefs about Self"; (7) "Beliefs about Intelligence and Knowledge"; (8) "Problem Solving and Critical Thinking"; (9) "Building Knowledge and Reflective Thought"; (10) "Learning To Read"; (11) "Reading To Learn"; (12) "Writing"; (13) "Cognitive Approaches to Mathematics"; and (14) "Cognitive Approaches to Science." (Contains 30 figures, 10 tables, and numerous references.) (SLD)

ED 439 155   TM 030 692

McMillan, James H.; Wergin, Jon F.
Understanding and Evaluating Educational Research.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Comprehension; *Educational Research; *Evaluation Methods; *Experiments; Higher Education; Research Design; Research Methodology; *Research Reports

This book helps students become better and more informed consumers of published research studies. The book provides students with a systematic approach for first identifying whether an article or report should be considered "research," and then understanding the type of research it is and using criteria to judge the research. The book is meant to supplement the main text for an introductory research class. The chapters

Theron Quist, and Daniel Cress); (9) "Homeless Veterans" (Robert Rosenheck, Catherine A. Leda; Linda K. Frisman; Julie Lam, and An-Me-Chung); (10) "Homeless Families are Different" (Marybeth Shinn and Beth C. Weitzman); (11) "Homelessness among African Americans: A Historical and Contemporary Perspective" (Kim Hopper and Norweeta G. Milburn); and (12) "Homelessness and the Latino Paradox" (Susan Gonzalez Baker). Part 3, "Responses to Homelessness," includes: (13) "Public Attitudes and Beliefs about Homeless People" (Bruce G. Link, Jo C. Phelan, Ann Stueve, Robert E. Moore, Michaeline Bresnahan, and Elmer L. Struening); (14) "Municipal Regulation of the Homeless in Public Spaces" (Harry Simon); (15) "The Federal Response: The Stewart B. McKinney Homeless Assistance Act" (Maria Foscarinis); (16) "Responses by the States to Homelessness" (Vicki Watson); (17) "Responding to the Needs of Homeless People with Alcohol, Drug, and/or Mental Disorders" (Deirdre Oakley and Deborah L. Dennis); (18) "Preventing Homelessness" (Eric N. Lindblom); and (19) "Dilemmas of Local Antihomelessness Movements" (Rob Rosenthal). An appendix presents information clearinghouses, national organizations, and state organizations. (Contains approximately 730 references.) (SM)

ED 439 175 UD 033 385

McNamara, Robert P.
Beating the Odds: Crime, Poverty, and Life in the Inner City. Revised Edition.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Neglect; *Delinquency; *Foster Care; *Inner City; *Juvenile Gangs; Poverty; Racial Bias

This book presents the story of a young boy who overcame the obstacles of a neglectful home life, juvenile crime, and abusive foster parents, to become a successful professional. It provides an account of growing up in poverty and neglect, explaining the complexities of juvenile gangs and deviant behavior. The book also discusses the shortcomings of the foster care system and provides recommendations for how to improve it. The eight chapters are as follows: (1) "The Blue Collar Scholar: Life in the Ivy League"; (2) "The Early Years in New Haven"; (3) "Divorce, Desertion, and Desperation"; (4) "Runnin' and Bangin' in the Streets"; (5) "They Called Me Oreo: Race in the Inner City"; (6) "Neglect, Abuse, and State Intervention"; (7) "Culture Shock and Labeling"; and (8) "Final Thoughts." A selected bibliography is attached. Each chapter includes references. (SM)

ED 439 176 UD 033 386

Soto, Lourdes Diaz
Language, Culture, and Power. Bilingual Families and the Struggle for Quality Education. SUNY Series, the Social Context of Education.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 170p.; Foreword by Christine E. Sleeter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Fatherless Family; Foreign Countries; *Mothers; *Poverty; *Sex Differences
IDENTIFIERS- Single Parents; *Welfare State

Women have higher rates of poverty than men in almost all societies. This paper compares the difference between male and female poverty in modern nations, using data from the Luxembourg Income Study (LIS) to compare men's and women's poverty rates in eight Western industrialized countries in the 1990s. The LIS contains information on household income for more than 25 countries in 90 databases. The most recent wave of data was used to compare poverty rates in the United States, Australia, Canada, West Germany, France, the Netherlands, Sweden, and the United Kingdom. The findings show that women have higher poverty than men in every country except Sweden. However, the ratio of women's poverty to men's poverty among the nonelderly differs by nation, the highest being the United States (1.38), followed by Australia (1.30). To assess how countries' welfare states affect gender inequality, the hypothetical sex ratios were calculated if the state did no taxation and transfer payments. In the United States, Australia, Canada, France, and Germany, the welfare state does little to reduce the gender inequality in poverty produced by single motherhood and labor market inequalities. The United Kingdom, in contrast, reduces its sex-poverty rate by 8% through its tax and transfer system. The Netherlands and Sweden seem to be the countries in which welfare states do the most for women relative to men. Overall, nations with a higher percentage of women who are single mothers will generally have a higher sex gap in poverty. An appendix contains a table of equivalence scales from the analysis. (Contains 21 references.) (SLD)

ED 439 196 UD 033 415

Report on Public School Dropouts, 1997-98.
PUB DATE- 99
NOTE- 175p.; Corrected listings for Appendix D can be obtained from the TEA Web site or from calling the Division of Research and Evaluation at 512-475-3523.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Rate; *Dropouts; Elementary Secondary Education; *Public Schools; Student Characteristics; Tables (Data)
IDENTIFIERS- *Texas

In compliance with state legislation, the Texas Education Agency prepares an annual report on dropouts in Texas public schools. As in past years, this report contains historical dropout data, a summary of dropout rates based on school district characteristics, and a listing of annual dropout rates broken down by county, district, and campus. A total of 27,550 Texas public school students in grades 7 through 12 were reported to have dropped out in 1997-98. This represents a statewide annual dropout rate of 1.6%, unchanged from the 1996-97 rate. The national dropout rate for 1997 for students in grades 10 through 12 was an estimated 4.6%. An examination of the characteristics of 1997-98 dropouts and their education programs reveals that more than 75% of the students who left

(SLD)

ED 439 214 UD 033 437

Roderick, Melissa; Bryk, Anthony S.; Jacob, Brian A.; Easton, John Q.; Allensworth, Elaine
Ending Social Promotion: Results from the First Two Years. Charting Reform in Chicago Series 1.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cutting Scores; Elementary Education; *Elementary School Students; Mathematics Tests; Nontraditional Education; Reading Tests; *Social Promotion; Standardized Tests; Summer Programs; Test Use; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

In 1996, the Chicago Public Schools (CPS) began an initiative aimed at ending social promotion and raising achievement. The centerpiece of the initiative is a set of test-score cutoffs for third, sixth, and eighth graders, who must achieve a minimum score on standardized reading and mathematics tests to be promoted to the next grade. Students who do not meet the criteria are required to attend a special summer school program, Summer Bridge. Those who fail again are retained in their grade or, if they are 15, are sent to new alternative schools called Transition Centers. This report describes results from the first 2 years of the initiative and identifies many important issues that merit further study. Compared are the performance of students subject to the policy in 1997 and 1998 with that of a previous group of CPS students not subject to the criteria. There have been impressive increases in the number of students who meet the minimum test score cutoffs for promotion. The performance of students with low skills shows the greatest improvement, but the picture is mixed on whether getting students up to a test-score cutoff in one year allows them to do better the next year. Large test score increases in Summer Bridge were not followed by improved performance the next year. Results from the first group of retained students are also not encouraging. Chicago has not solved the problem of poor performance among those who did not meet the minimum score cutoffs. Research steps to examine the effects of the program further are outlined. An appendix contains some detailed test results for first-time test takers. (Contains 25 figures, 38 endnotes, and 26 references.) (SLD)

ED 439 215 UD 033 438

Smith, Julia B.; Smith, BetsAnn; Bryk, Anthony S.
Setting the Pace: Opportunities To Learn in Chicago's Elementary Schools. Improving Chicago's Schools.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.; Illinois State Board of Education, Springfield.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

factors appear to be contributing factors. It finds that: (1) the percentage of teens who reported ever having had sexual intercourse declined for both males and females from 1988 to 1995; (2) the majority of male and female sexually experienced teens had either 0 or 1 partner in the past year; and (3) the percentage of female teens who reported using any method of contraceptive at first sexual encounter increased between 1982 and 1995. On the other hand, the brief also notes less promising trends, including: (1) a decline in the percentage of female teens who report using any method of contraception at their most recent sex encounter; (2) an increase in the percentage of teens having sex before age 15; and (3) an increase risk for Hispanic teens of teen pregnancy. The proportion of Hispanic teens who are sexually experienced has increased, but they are the least likely to use any form of contraception at first sex encounter or most recent sex encounter. Finally, the brief highlights recommendations, including the following: (1) employ multiple strategies to reduce teen pregnancy; (2) support programs to increase involvement among males in decision-making about contraceptive use; (3) emphasize to teens the need to use contraception consistently; (4) develop strategies to discourage sex among young teens; and (5) target more programs specifically to address needs of different racial/ethnic and cultural groups. (Contains 11 references.) (EV)

ED 438 915   PS 028 333

Feeley, Theresa J.
Low-Income Noncustodial Fathers: A Child Advocate's Guide to Helping Them Contribute to the Support of Their Children.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Advocacy; *Child Support; Child Welfare; Children; Demography; Employment Programs; Family Financial Resources; Family Income; *Fathers; Financial Support; *Low Income Groups; Policy Formation; Poverty; Program Descriptions; Well Being
IDENTIFIERS- Child Support Enforcement; Noncustodial Parents

The correlation between a noncustodial father and child poverty suggests that father involvement and support are critical pieces of the puzzle for reducing child poverty. Regular child support provides an income supplement to families leaving welfare and can prevent families' initial descent into poverty. This issue brief is intended to introduce child advocates to the demographics of low-income fathers, the initiatives aimed at increasing their payment of child support, and the resources available to support these initiatives. The brief also provides a context for assessing the potential of these initiatives to improve the well-being of children. Many noncustodial fathers are not "deadbeat" but "deadbroke," with 35 percent of the nation's 9.5 million noncustodial fathers categorized as low-income. The brief summarizes findings from the Parents' Fair Share (PFS) demonstration program, which indicated it had few significant effects on the employment and earnings of low-income men, and therefore on increased child support. Despite disappointing results of this project, the brief suggests

Childhood Programs; *National Association Educ of Young Children

The National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, partly achieves its goal of improving the quality of care and education of young children in group programs through its administration of a national, voluntary accreditation system for early childhood programs. This guide provides step-by-step instructions for each phase of the accreditation process: self-study, validation, and accreditation. The sections of the guide are as follows: (1) "Introduction to 'Guide to Accreditation'"; (2) "How To Do the Self-Study"; (3) "Early Childhood Classroom Observation"; (4) "Administrator Report and Center Profile"; (5) "Teaching-Staff Questionnaire"; (6) "Family Questionnaire"; (7) "How To Prepare Your Program Description"; (8) "How To Prepare for the Validation Visit"; (9) "The Accreditation Decision"; and (10) "Maintaining Accreditation and Reaccreditation." (Contains 144 references.) (KB)

ED 438 933 PS 028 356

Schickedanz, Judith A.
Much More than the ABCs: The Early Stages of Reading and Writing.
PUB DATE- 99
NOTE- 178p.; Revised and expanded version of "More Than The ABCs," see ED 266 878.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Bibliographies; Child Development; *Classroom Environment; Early Childhood Education; Early Experience; *Emergent Literacy; Infants; Learning Activities; Learning Centers (Classroom); Learning Strategies; Parent Influence; Play; *Prereading Experience; Reading Readiness; Teacher Influence; Writing Readiness; Young Children

Based on the premise that without a solid foundation of literacy knowledge and skill, children will have difficulty benefiting from first grade reading and writing instruction, this book for parents and teachers provides a comprehensive introduction to literacy development from infancy through preschool. The book emphasizes age-appropriate methods, books, and materials for encouraging emergent literacy. Chapter 1, "The Early Years: A Time To Begin," discusses myths about literacy development. Chapter 2, "The Beginning: Babies and Books," focuses on infants' and toddlers' interactions with books at various developmental stages and describes sharing books with them in group settings. Chapter 3, "Preschoolers and Books: Contexts for Learning about Language and the World," discusses contributions of book experience to language learning and background knowledge, and presents strategies to facilitate these contributions. Chapter 4, "Preschoolers and Books: Contexts for Reading, Props for Children's Play," discusses how children use books to practice reading and being a reader, and how books can be used in classroom book centers and as props to support play. Chapter 5, "Young Children and Writing," examines young children's writing development and presents ways to support early efforts. Chapter 6, "Organizing the Environment To Support Literacy Development," describes literacy materials and activities for group settings. The book's two appendices offer advice to parents and provide an excerpt from the joint position statement of the International Reading Association and the National Association for the Education of Young Children.

Child Health; Child Safety; Childhood Needs; *Day Care; *Developmentally Appropriate Practices; Family Needs; Infant Behavior; *Infant Care; *Infants; Safety; *Toddlers
IDENTIFIERS- *Day Care Quality; Parent Caregiver Relationship

Noting that high quality group care for infants and toddlers can enrich children's early experience and provide critical support to their families, this guide is designed to help caregivers and other interested parties in early care and education recognize and communicate the skills and knowledge needed to offer nurturing group care that supports infant and toddler development. Section 1 of the guide provides an overview of children's development in the first 3 years, illustrating how caregivers respond to children's development and how caregivers and families can work together to support infants' and toddlers' growth in the context of group care. Section 2 examines eight components of quality group care for infants and toddlers: (1) health and safety; (2) small groups with high staff-to-child ratios; (3) primary caregiver assignments; (4) continuity of care; (5) responsive caregiving/planning; (6) cultural and linguistic continuity; (7) meeting individual needs within the group context; and (8) the physical environment. Section 3 places infant and toddler care in the context of a community network of supports and services for families with young children, describing child development, family development, staff development, and community building as stars in a constellation of comprehensive, individualized supports and services in the community. Also included are numerous descriptions of appropriate and inappropriate practices in the areas of: (1) interactions among adults and children; (2) family-caregiver interactions; (3) arrangement of the physical environment; (4) selection and use of equipment and materials; (5) health and safety policies and procedures; and (6) staff qualifications. (Contains approximately 150 references.) (KB)

ED 438 952 PS 028 391

Pawl, Jeree H.; St. John, Maria
How You Are Is as Important as What You Do...in Making a Positive Difference for Infants, Toddlers and Their Families.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Role; *Child Caregivers; Infant Care; Infants; *Parents; *Professional Development; Toddlers
IDENTIFIERS- *Vignettes

Based on the view that positive changes in infant and toddler caregivers' relationships can help to achieve the shared goal of promoting young children's healthy development, this book provides stories or vignettes about relationships with children and their parents designed to stimulate individual reflection, encourage group discussion, and honor the complexity of caring for infants and toddlers. An introductory section describes the types of stories in the guide: (1) contrasting vignettes showing adults interacting with infants and toddlers in very different ways in similar circumstances; (2) scenarios showing young children, parents, and infant/family professionals at critical times in their relationships; and (3) "stumpers," presenting challenges inherent in working with infants, toddlers, and families. A 5-step process for using the stories initiatives undertaken by Canada and the province of Nova Scotia to address these challenges, and focuses on the Nova Scotia School-to-Work Transition (NSSWT) program. This program had a common set of parameters and objectives, but allowed site-specific variations in implementation. Chapter 2 highlights successful proposals and the similarities and the differences among the 6 actual implementations. Generally, the programs included an in-school component of 20-60 hours per year in grades 11 and 12 devoted to career exploration, career guidance, and job skills, and a work experience component of 125-200 hours per year in the 2 grades. Chapter 3 describes the backgrounds, characteristics, and aspirations of participants and a comparison group at the start of the program. Females made up about two-thirds of participants, who otherwise reflected a range of backgrounds and characteristics. Chapter 4 documents program effects and assesses the extent to which program objectives were met. Program completion rates were low; 54 and 37 percent for the two cohorts studied. Student outcomes yielded a mixed message. Participants who completed the program were very clear that it had met their expectations. However, there were few differences between participants and the comparison group in academic achievement, skills enhancement, higher education outcomes, or employment outcomes. Chapter 5 focuses on the expectations of the employers/supervisors and the schools and how they contributed, or not, to the program's functioning. Chapter 6 examines program effectiveness based on an independent assessment of the program. Appendices list primary data sources and other reports on the NSSWT project. (Contains 46 references and a glossary.) (TD)

ED 438 971   RC 022 228

Brascoupe, Simon; Endemann, Karin
Intellectual Property and Aboriginal People: A Working Paper = Propriete intellectuelle et Autochtones: Document de travail.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Canada Natives; Confidentiality; Contracts; Copyrights; Cultural Awareness; *Cultural Maintenance; *Federal Legislation; Foreign Countries; *Intellectual Property; Patents; *Tribal Sovereignty
IDENTIFIERS- *Canada; *Indigenous Knowledge Systems; Native Americans; Property Rights; Researcher Subject Relationship

Written in English and French, this paper outlines current Canadian intellectual property legislation as it relates to Aboriginal people in Canada, and provides a general review of the implications and limitations of this legislation for protecting the traditional knowledge of Aboriginal people. An initial discussion of Aboriginal perspectives highlights the difference between sacred traditional knowledge, products, and services associated with traditional lifestyles of Aboriginal people, and innovations or new creations of an individual or an Aboriginal company. Not all traditional knowledge is considered to be intellectual property under Canadian law, therefore a web of strategies is suggested to better protect and control traditional Aboriginal knowledge. These strategies include community guidelines for researchers and businesses wanting access to traditional knowledge, codes of conduct, statutory options, and legal agreements and contracts. A section on intellectual property protection of Indigenous knowledge not know or obey child labor regulations. Occupational risks and poor working conditions include working in the sun, exposure to pesticides, hazardous machinery, lack of clean bathrooms and drinking water, and transportation hazards. Participants were unanimous that agricultural health and safety should be part of the school curriculum. Recommendations are offered to employers, schools, parents, community organizations, researchers, and government agencies. Appendices include an outline of California child labor laws and a fact sheet for teen agricultural laborers in English and Spanish. (Contains 46 references.) (SV)

ED 438 989 RC 022 317

Leue, Mary M., Ed.
Challenging the Giant, Volume III: The Best of SKOLE, the Journal of Alternative Education.
PUB DATE- 96
NOTE- 512p.; For Volume I see ED 356 930 and for Volume II see ED 367 519.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Childrens Writing; Educational Environment; *Educational Philosophy; Educational Practices; Educational Principles; Elementary Secondary Education; Experiential Learning; *Free Schools; Group Dynamics; Home Schooling; *Nontraditional Education; Parents as Teachers; Personal Narratives; Public Schools; *Small Schools
IDENTIFIERS- Sense of Community

This anthology compiles over 90 articles, short pieces, and book reviews originally published in Skole: The Journal of Alternative Education. The entries are arranged in 10 sections: schools and school people, teaching and learning, teaching and learning at home, history of innovative education, student writings, social change and comment, battle of the titans (debate among educational philosophers), the plight of our children, community as school as community, and reviews. Many articles examine the dangers of an authoritarian and compulsory educational system; the need to bring choice, democracy, and responsibility into education; the benefits of small schools, free schools, and home schooling; and the successes of innovative schools, teachers, and parents. (SV)

ED 438 990 RC 022 318

Charter Schools: Today. Changing the Face of American Education.
PUB DATE- 00
NOTE- 141p.; Contributors are Jeanne Allen, Angela Dale, Dave DeSchryver, Mary Kayne Heinze, and Christine Lynd. Special thanks is given to Thomas R. Healy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *Educational Change; Educational Practices; Educational Research; Elementary Secondary Education; Financial Support; *Nontraditional Education; Outcomes of Education; Parent Participation; *Politics of Education; Public Education; School Surveys; Small Schools
IDENTIFIERS- *Reform Efforts

This progress report reviews comprehensive research on the impact of the nation's charter schools on education and the education system. Chapter 1 looks at the "ripple effect" charter schools

DESCRIPTORS- *Cognitive Processes; *Constructivism (Learning); Educational Psychology; Elementary Secondary Education; Learning; *Mathematics Education

There is a frequent misperception that the move from behaviorism to cognitivism implies an abandonment of the possibilities of decomposing knowledge into its elements for the purposes of study and decontextualizing these elements for instruction. Cognitivism does not imply outright rejection of decomposition and decontextualization. Two movements based in part on this rejection--situated learning and constructivism--were analyzed. These two schools of thought are not identical: situated learning emphasizes that knowledge is maintained in the external, social world; constructivism argues that knowledge resides in an individual's internal state, perhaps unknowable to anyone else. However, both schools share the general philosophical positions that knowledge cannot be decomposed or "decontextualized" for purposes of either research or instruction, and each group often appeals to the writings of the other for support. Since rejection of decomposition and decontextualization appears to be the core common ground of this "new look" in mathematics education, this paper examines the degree to which modern cognitive psychology lends support to that rejection. (Contains 92 references.) (ASK)

ED 439 008   SE 063 183

McComas, William F., Ed.
Investigating Evolutionary Biology in the Laboratory.
PUB DATE- 94
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Demonstrations (Science); Educational Resources; *Evolution; Higher Education; Instructional Materials; *Laboratory Experiments; *Science Activities; Science Education; *Scientific Concepts; Secondary Education
IDENTIFIERS- *Natural Selection

This document presents a collection of useful laboratory-based activities for teaching about evolution. Some of the activities in this monograph are previously unpublished exercises, some are new versions of well-known labs, a few make useful classroom demonstrations, and several require somewhat sophisticated equipment. As a group, the activities allow biology teachers to illustrate most aspects of the Darwin-Wallace model of evolution and natural selection by choosing an appropriate activity from each section. Sections include: (1) Introduction; (2) Evidences of Evolution; (3) General Evolutionary Principles; (4) Variation within the Species; (5) Biotic Potential and Survival; (6) Adaptation; (7) Simulating Natural Selection; (8) Proposing Phylogenies; and (9) The New Evolutionary Synthesis. (Contains a glossary and 116 references.) (WRM)

ED 439 009   SE 063 184

Carroll, Juliet E.
Learning Biology with Plant Pathology.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

searched for corresponding statements related to these elements. It is concluded that there is much conformity in the area of math that can be attributed to the impact of the work done over the past decades by the National Council of Teachers of Mathematics (NCTM). (ASK)

ED 439 030 SE 063 285

Mathematics Comparison Study Companion Database = Base de Donnees Accompagnant L'Etude Comparative Portant sur les Mathematiques.
PUB DATE- 99
NOTE- 235p.; For the main report of the comparison study, see SE 063 284.
LANGUAGE- English; French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reference Materials - General (130)
DESCRIPTORS- Data Analysis; Elementary Secondary Education; Equations (Mathematics); Foreign Countries; Functions (Mathematics); *Geometric Concepts; Mathematics Achievement; Mathematics Education; Measurement; *Number Concepts
IDENTIFIERS- Canada

This companion database to the Mathematics Comparison Study consists of the entire set of all the general and specific outcomes that were referenced in the report. The database is being released in response to requests made during the review of the draft document in June, 1999, for more information. In the main report, only codings for the general and specific outcomes are shown. However, in the Appendices to the main report, the complete text for all the general and specific outcomes is provided. The Western Canadian Protocol (WCP) outcomes were used as a starting point for the study. Outcomes unique to individual regions were included, even though there was no match found to those of the WCP. Each specific outcome used in the study, from all regions, was assigned a code and then entered into the database. General outcome and specific outcome codes in the appendices of the main report are those codes provided by the individual regions themselves. These, in turn, have been cross-referenced in the database and matched, where applicable, to those of the comparison study. The database is being released alphabetically, by substrand as defined by the WCP-chance and uncertainty data analysis measurement, number concepts, number operations patterns, relations and functions, 3-D objects and 2-D shapes transformations, and variables and equations. (ASK)

ED 439 031 SO 028 876

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers, 1997.
PUB DATE- 97
NOTE- 462p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- Artists; Authors; *Biographies; Elementary Secondary Education; *Popular Culture; Role Models; Social Studies; Student Interests; Supplementary Reading Materials

Comprising the sixth volume of a series, this document contains short biographies written for the young reader aged 9 and older. The series covers individuals who are of particular interest to young people: entertainers, athletes, authors,

Glen Echo Park: Center for Education and Recreation. Teaching with Historic Places.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blacks; *Built Environment; *Heritage Education; Historic Sites; History Instruction; Material Culture; Primary Sources; Racial Segregation; Secondary Education; Social Studies; Transportation; *United States History
IDENTIFIERS- *Amusement Parks; Chautauquas; *Glen Echo Park; Progressive Era

This lesson is based on the National Register of Historic Places registration file "Glen Echo Amusement Park," park planning documents, and newspaper and magazine accounts. The lesson can be used in U.S. history units on the Gilded Age and the Progressive Era to explore religious and educational reform movements (including the Chautauqua movement), and the impact of improved transportation systems on settlement patterns. The lesson also explores the issue of public segregation. Objectives for the students include: (1) to describe the national social trends and technological improvements that influenced the settlement and continued use of the Glen Echo (Maryland) area; (2) to explain the social and economic needs Glen Echo Park was designed to serve; (3) to identify present or past gathering places in their own community, and to identify factors that have contributed to the continued use or the destruction of those places; and (4) to determine the effect of segregation and discrimination on their own community. (LB)

ED 439 054 SO 031 264

Tumacacori National Historical Park: Making History Come Alive. "Encounters" Fourth Grade Teachers' Guide.
PUB DATE- 99
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Curriculum Enrichment; Grade 4; Heritage Education; Historic Sites; History Instruction; Interdisciplinary Approach; Intermediate Grades; *Sequential Approach; *Social Studies; *State History; Teaching Guides; *Thematic Approach

This 9-unit curriculum guide for 4th grade includes activities relating to the cultural and environmental history of southern Arizona, specifically the area known as the Pimeria Alta. The guide was designed by a group of teachers to be thematic and sequential, and to deal with the encounters of various cultures that are the history of the Santa Cruz Valley. The thematic skills included are: Arizona history; social studies; environmental science; multicultural education; art; critical thinking; mathematics computation; and drama. The units can be taught individually, but if used sequentially they will give the students a solid background on the cultural and environmental impacts the various cultures had on each other and on the Santa Cruz Valley. Each unit is composed of three sections: historical (covers the people, their history and culture); environmental (pertains to the natural environment, biological and natural sciences); and tying it together (deals practical ways that teachers can initiate student involvement with multiple intelligence theory and practice. It closes with an explanation of how the celebration of the Mass calls upon the application of all types of intelligence and serves to animate the multiple intelligences theory in a highly experiential way. (Contains 21 references.) (BT)

ED 439 074 SO 031 598

Rosenberg, Diana, Ed.
Getting Books to School Pupils in Africa: Case Studies from Ghana and Tanzania, Mali, South Africa, Mozambique, and Kenya. Serial No. 26.
PUB DATE- 98
NOTE- 147p.; For further research relating to girls' education in Africa, see ED 437 336.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Developing Nations; Educational Research; Elementary Secondary Education; Foreign Countries; *Instructional Materials; Recreational Reading; *Student Needs; *Supplementary Reading Materials
IDENTIFIERS- *Africa

One of the fundamental requirements of all educational systems is the adequate provision of relevant and appropriate reading and other instructional and learning materials for use by teachers and their pupils. A study examined some of the modalities through which the school population in Africa gains access to supplementary reading materials and to reach some conclusions on which are the most effective. Without access to reading materials, what is taught in the classroom is not reinforced and the quality and permanence of the benefits of education are endangered. Such access develops the ability to read and extends the vocabulary; develops a teaching force that is capable of moving beyond the confines of set books and textbooks; supplements and enriches work done by pupils in the classroom; encourages independent access to information and arouses the interest of pupils in matters outside the curriculum; and provides training in the use and retrieval of information, an essential skill for higher education and lifelong learning. The case studies, in Ghana and Tanzania, South Africa, Mali, Mozambique, and Kenya, showed that, of primary importance, whatever the modality, is that teachers themselves have had some training in teaching with books and are committed to the provision of supplementary reading materials. Also crucial to effectiveness is the support received at Ministry, school, and modality level. And necessary for books to be integrated with learning is proximity and constant access to books. Modalities vary from country to country with the classroom library the most common. Each separate case study contains references. An appendix outlines data collection instruments. (BT)

ED 439 075 SO 031 620

Wisconsin Civics Action Task Force: Recommendations for Democratic Citizenship Education. Final Report to State Superintendent John T. Benson.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

their students for field experiences because of TAAS preparation; whether students in field experiences reported restrictions on their curricular and instructional decisions because of the TAAS; and whether teacher education students expressed concerns about their ability to prepare public school learners for the TAAS. Overall, Texas public schools were not refusing to accept teacher education students for fear of damaging TAAS performance, though 21 percent did refuse them for that reason. Most respondents heard complaints from student teachers about restrictions on curricular and instructional decisions because of the TAAS. (SM)

ED 439 094   SP 039 042

Gmelch, Walter H.
Rites of Passage: Transition to the Deanship.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; Administrator Attitudes; Administrator Role; *Adult Development; Career Change; College Administration; Higher Education; Instructional Leadership; *Leadership Qualities; Leadership Responsibility; Socialization
IDENTIFIERS- *Rites of Passage

This paper discusses how deans make successful transitions to leadership positions. It focuses on six areas: the typical stages of adult development; the rites of passage of new deans; how academics are socialized into administration; the keys for successful entry into the role of dean; what beginning academic leaders need to know; and what strategies new deans employ in order to begin establishing their professional identities. The paper discusses stages of transition into the new deanship: (1) engagement (the professorial plateau); (2) separation (the ending of an era), which includes disengagement, disidentification, disenchantment and disorientation; (3) transition (the valley of despair); (4) incorporation (the new beginning); and re-engagement/renewal (the stage of success). Factors influencing dean transition include the new dean's origin, experience, gender, ethnicity, and family. The paper concludes with eight tips on transitions. (Contains 70 references.) (SM)

ED 439 095   SP 039 043

Lyman, Lawrence
A Professor Returns to the Classroom in a Professional Development School.
PUB DATE- 00
NOTE- 11p.; Paper presented at the National Conference of the Kansas University Professional Development Schools Alliance (Kansas City, MO, February 7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

innovations. (Contains 89 references and 14 tables.) (Author/SM)

ED 439 114 SP 039 069

Edwards, Jennifer L.; Green, Kathy E.
Growth in Coaching Skills over a Three-Year Period: Progress toward Mastery.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Classroom Techniques; Elementary Secondary Education; Faculty Development; *Self Efficacy; Teacher Collaboration; Teacher Effectiveness; *Teacher Improvement; Teachers; Teaching Skills
IDENTIFIERS- *Cognitive Strategies; *Peer Coaching; Reflective Thinking

This study examined cognitive coaching conferences between 1994 and 1997 as teachers practiced their coaching skills. Participants were part of a 3-year grant funded by the U.S. Department of Education. The cognitive coaching process was used to provide teachers with support in implementing content standards. Coaches participating in the study audiotaped planning and reflecting conferences at least twice during the 3-year period. Thirty-three coaches were involved. Of these coaches, most were Anglo women, and most were elementary teachers. Audiotapes were transcribed and analyzed using the qualitative software, NUD*IST. Conferences for many coaches changed in character over the 3 years, with greater fluidity and thoughtfulness associated with later conferences. Not all teachers exhibited growth, however, and both conference length and word usage changed only slightly. Results overall support the idea that cognitive coaching can be useful in encouraging teachers to think beyond concrete, surface behaviors when planning instruction for their students. (Contains 23 references.) (Author/SM)

ED 439 115 SP 039 070

Edwards, Jennifer L.; Green, Kathy E.
Persisters versus Nonpersisters: Characteristics of Teachers Who Stay in a Professional Development Program.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Classroom Techniques; Elementary Secondary Education; *Faculty Development; Group Discussion; Job Satisfaction; *Persistence; School Culture; Self Efficacy; State Standards; Teacher Attitudes; *Teacher Characteristics; Teacher Empowerment; Teacher Improvement; Teachers
IDENTIFIERS- Learner Centered Instruction; Peer Coaching

This study evaluated differences between persisters and nonpersisters in a 3-year teacher development program. Participants were K-12 teachers from a large school district

School Desegregation; Social Influences; State Legislation; *State Standards
IDENTIFIERS- *Minnesota; *Reform Efforts

Minnesota has been the first state to embrace many education reforms, but it is also characterized by low state standards and problematic desegregation and diversity proposals. This report examines why Minnesota is good on some education policies and bad on others. It also draws the lessons with the greatest importance for other states. The political, social, and cultural topographies of Minnesota are reviewed. The heart of the analysis examines educational freedom and choice, academic standards and accountability, and diversity and race. The analysis indicates that no institution or individual is more important in the making and breaking of state education policies than governors, particularly, governors who are engaged. Also of importance is the amount of time an idea or initiative is allowed to linger in educational "catacombs." Minnesota has benefited from a rich array of civic organizations and public intellectuals who are skillful in advancing policies they like and retarding those they do not. The report also shows the reluctance of Minnesotans to deal with the issue of race and the way in which Minnesota teacher unions have opposed the victories spotlighted in this report. The probable position of the state's new governor, Jesse Ventura, is discussed. (Contains 57 end notes.) (SLD)

ED 439 135   TM 030 669

Klagholz, Leo
Growing Better Teachers in the Garden State: New Jersey's "Alternate Route" to Teacher Certification.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; Elementary Secondary Education; Nontraditional Education; *State Programs; *Teacher Education; Teacher Interns
IDENTIFIERS- *New Jersey

In September 1984, the New Jersey Board of Education launched the Provisional Teacher Program, the first alternative teacher certification program in the United States. The program, or the "alternate route," came from a reform process initiated after a commission created by the legislature concluded that New Jersey's teacher preparation programs were producing poorly educated graduates. Alternative certification candidates develop teaching skills in essentially the same way as traditional candidates through teaching with the support of a mentor. Formal instruction in a core of applied teaching knowledge can take place during the novice teacher's first year of employment rather than in college. New Jersey eventually established parallel requirements for the alternative and traditional routes, but the alternative remains a true alternative; only 200 clock hours of formal instruction in teaching methods are required. The report suggests that the alternative certification program has markedly expanded the quality, diversity, and size of New Jersey's teacher candidate pool. By 1998-99, 457 school districts had used the program. Applicants had higher scores on teacher licensing tests than traditionally prepared teachers, and attrition rates for alternatively certified teachers were lower than those of their are: (1) "Introduction to Reading Educational Research"; (2) "Quantitative Nonexperimental Designs"; (3) "Quantitative Experimental Designs"; (4) "Qualitative Ethnographic Designs" and (5) "Action Research." Each chapter contains actual articles from various journals. (SLD)

ED 438 156 TM 030 693

Yi, Qing; Wang, Tianyou; Ban, Jae-Chun
Effects of Scale Transformation and Test Termination Rule on the Precision of Ability Estimates in CAT. ACT Research Report Series.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Adaptive Testing; *Computer Assisted Testing; Error of Measurement; *Estimation (Mathematics); Maximum Likelihood Statistics; *Scaling; Statistical Bias; *Test Length
IDENTIFIERS- Expected A Posteriori Tests

Error indices (bias, standard error of estimation, and root mean square error) obtained on different scales of measurement under different test termination rules in a computerized adaptive test (CAT) context were examined. Four ability estimation methods were studied: (1) maximum likelihood estimation (MLE); (2) weighted likelihood estimation (WLE); (3) expected a posteriori (EAP); and (4) maximum a posteriori (MAP). Three measurement scales (theta, number correct score, and American College Test ACT score scale) and three test termination rules (fixed length, fixed standard error, and target information) were studied. The findings indicate that the amount and direction of bias, standard error of estimation, and root mean square error obtained under different ability estimation methods are influenced both by measurement scale and by test termination rule in a CAT environment. WLE performed the best among the four ability estimation methods on the ACT score scale with a target information termination rule. (Contains 2 tables, 4 figures, and 21 references.) (Author/SLD)

ED 438 157 TM 030 694

Papanastasiou, Elena C.
Teacher Evaluation: Theories and Practice.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Educational Practices; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; Formative Evaluation; Teacher Effectiveness; *Teacher Evaluation; Theories

This paper reviews literature on teacher effectiveness and evaluation. In order for teacher evaluation to be effective in terms of improving teacher performance, it has to be formative. Evaluations also can contribute to the improvement of the performance of the school overall. Teacher evaluation also has effects on the environment outside the school organization, such as the community of parents. Many problems are associated with teacher evaluation, whether by principals, students, or teacher peers. The use of student achievement data for teacher

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Students; Community Involvement; Elementary Secondary Education; Equal Education; Family Involvement; Hispanic Americans; *Language Minorities; Parent Attitudes; Politics of Education; Power Structure

This book presents a case study of a Puerto Rican community in an industrial city, exposing conflicts surrounding the education of language and ethnic minority children and the resistance of many "Anglos" toward parents and community as sources of knowledge. Over 9 years, data were collected from bilingual families living in Steel Town, Pennsylvania, regarding their educational experiences. In 1993, the local school board decided to eliminate its 20-year-old bilingual education program. Local bilingual families organized to speak out on the issue. The political struggle that ensued led to asymmetrical power relations. The voices of the bilingual community were disregarded by decision makers. Seven chapters include: (1) "Overview;" (2) "The Community: 'Swallowing Hard';" (3) "Success Stories: 'Our Language is at the Heart of Our Culture'; "(4) "Early Schooling: 'En Esta Escuela No Se Habla Espanol';" (5) "Agueybana Families: 'Sit Down and Shut Up';" (6) "Media Accounts: The 'Blue E';" and (7) "Restoring the American Dream: A Light Shines in Steel Town." Four appendixes offer bilingual program recommendations submitted by the Bilingual Committee; the superintendent's response to the Bilingual Committee; report from the English Acquisition Committee; and sample interview questions. (Contains approximately 160 references.) (SM)

ED 439 177 UD 033 387

Hinkle, William G., Ed.; Henry, Stuart, Ed.
School Violence.
PUB DATE- 00
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Conflict Resolution; *Delinquency; Drug Abuse; Educational Environment; Elementary Secondary Education; Equal Education; Juvenile Gangs; Juvenile Justice; Poverty; *Social Influences; Track System (Education); *Violence
IDENTIFIERS- Indiana; Peace Education

This volume presents papers from a 1998 conference on school violence in Valparaiso, Indiana. The papers include: "What is School Violence? An Integrated Definition" (Stuart Henry); "Violence in Schools: Rage against a Broken World" (J. Scott Staples); "Listening to What the Streets Say: Vengeance as Ideology?" (Ralph Cintron); "School Violence: Gangs and a Culture of Fear" (Douglas E. Thompkins); "Drugs in Schools: Myths and Realities" (Peter J. Venturelli); "The Effects of School Climate on School Disorder" (Wayne N. Welsh); "School Tracking and Student Violence" (Lissa J. Yogan); "Poverty, Inequality, and Youth Violence" (Ronald C. Kramer); "The Status of School Discipline and Violence" (A. Troy Adams); "Educating for Peace" (Hal Pepinsky); "Creating Peaceable Schools" (Susan L. Caulfield); "Reconciliations: Prevention of and Recovery from School Violence" (Jane Nicholson); and "Juvenile Corrections in Indiana" (Edward L. Cohn and William G. Hinkle). (SM)

ED 439 178 UD 033 388

school that year were overage for grade. Males were more likely to dropout than females, and Hispanics had the highest average dropout rate of all ethnic groups. The largest number of dropouts was found at grade 9, but the highest dropout rate was for 12th graders. Fewer than 40% of the 1997-1998 dropouts had been identified as at risk of dropping out of school the year they left school. Some reasons cited for dropping out included poor attendance, entering nonstate-approved General Educational Development (GED) programs, and pursuing a job. At the district level, dropout rates tended to vary based on characteristics such as community type, enrollment, and student performance. Four appendixes contain tables of: (1) dropout rates by district characteristics; (2) dropout rates by county, district, and campus; (3) longitudinal dropout rates by county and district; and (4) dropout rates for high school only. (Contains 11 tables, 2 figures, and 18 references.) (SLD)

ED 439 197 UD 033 416

Report on the State Plan To Reduce the Dropout Rate, 1997-99.
PUB DATE- 96
NOTE- 47p.; Additional information may be obtained by contacting the Texas Education Agency Office of Education for Special Populations and Adults at 512-463-8992.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Rate; *Dropouts; Elementary Secondary Education; *Planning; Prevention; *Public Schools; Student Characteristics
IDENTIFIERS- *Texas

The Texas state legislature required that the state education agency submit a report describing a systematic plan to reduce the projected cross-sectional and longitudinal dropout rates to 5% or less for the 1997-98 school year. The plan reported in this document updates the state's 1995-97 plan to reduce the dropout rate. For that report, 39 districts, 12 education service centers, and 16 community leaders or practitioners responded to a request to identify strategies used for dropout reduction. Strategies recognized as useful by state agency staff were added to a list of recommendations later ranked by educators and some community leaders. This report builds on those recommendations and groups the revised recommendations into categories of: (1) recommendations for continued action; (2) recommendations without fiscal implications; (3) recommendations with immediate fiscal implications; and (4) recommendations with long-term fiscal implications. The efficacy of the recommendations made in the earlier plan is apparent in the reduction in dropouts in 1994-95 (10.6%), compared to the 1987-88 dropout rate of 34.0%. Two appendixes list sources of proposed dropout reduction strategies and give an overview of the state dropout plan recommendations. (Contains 11 references.) (SLD)

ED 439 198 UD 033 417

Coleman, Peter T.; Deutsch, Morton
Cooperation, Conflict Resolution, and School Violence: A Systems Approach. Choices Briefs Number 5.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Educational Change; Educational Environment; Elementary Education; *Elementary School Students; High School Students; High Schools; *Instructional Effectiveness; School Size; Student Mobility; *Teaching Methods; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Opportunity to Learn; Reform Efforts

This study considers the quality of classroom instruction in the context of the reform efforts of the Chicago, Illinois, public schools. Surveys completed by 2,036 elementary and high school teachers were used in this study. The survey analyses are supplemented by observations of more than 800 language arts and mathematics classes in 8 elementary schools and 7 high schools. Teacher responses and observations show that when teachers have to juggle considerations about the students they teach and the learning goals they attempt to reach, unaligned and incoherent instructional programs can emerge. This research makes it clear that external guidelines and mandates do not, by themselves, prevent troubling differences in teaching and learning from occurring. Standards documents must be understood as only the first step in educational change. Good teacher communication and collaboration play a vital role in bringing standards from paper to practice and in shaping how instruction develops and progresses across classrooms and grades. Closer physical and social proximity among members of a school community (small school size) can help reform efforts. A negative relationship was found between high levels of student mobility and instructional pacing and coherence. The school characteristics that this research found to be significantly related to grade-level pacing and instructional coherence, stronger professional community, smaller school size, and lower levels of student mobility can all be influenced by policy action. (Contains 12 figures, 17 endnotes, and 20 references.) (SLD)

ED 439 216   UD 033 439

Smith, BetsAnn
It's about Time: Opportunities To Learn in Chicago's Elementary Schools. Improving Chicago's Schools.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Illinois State Board of Education, Springfield.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students; *Elementary School Teachers; Learning; Longitudinal Studies; *Professional Development; *Time Factors (Learning); Time Management
IDENTIFIERS- *Chicago Public Schools IL; Opportunity to Learn

The amount and quality of time available for instruction were studied in the Chicago, Illinois, public schools. The report focuses on the basic structures of time and how teachers use them to create learning opportunities for their students. Data are from a 3-year series of school and classroom observations from 1994 to 1996 made in 8 elementary and 7 high schools. The team of researchers observed more than 200 teachers and more than 1,000 periods of instruction. School time was coded as a series of activity segments, and these were analyzed to develop descriptive accounts of how time proceeds through the school year. The analyses demonstrate that the problem of not enough time is a cumulative result of many issues, each of which requires its own redress. Isolated workshops on time management are not the answer. Instead, teachers need integrated programs policy and program changes from current methods of child support enforcement. These changes include: (1) ensuring that child support orders and arrears are consistent with ability to pay; (2) increasing child support pass-throughs and disregards; (3) subsidizing child support payments; (4) providing employment-related services to low-income noncustodial parents; and (5) extending the Earned Income Tax Credit to noncustodial fathers. Lastly, the brief summarizes state and federal funding sources for initiatives intended to improve the ability of low-income noncustodial fathers to support their children financially. (Contains 22 references and 45 notes.) (EV)

ED 438 916 PS 028 334

Fielden, Frank, Ed.
Of Primary Interest, 1998-1999.
PUB DATE- 99
NOTE- 18p.; For 1995-1998 issues, see ED 426 792. Newsletter published quarterly. Published cooperatively with the Iowa Dept. of Education, The Nebraska Dept. of Education, The Missouri Dept. of Elementary and Secondary Education, and the Montana Office of Public Instruction, with the support of the Colorado Foundation for Families and Children.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Emergent Literacy; *Grade Repetition; Grade 1; Grade 3; Kindergarten; Literacy; *Primary Education; Reading Achievement; Reading Instruction; School Readiness; Student Evaluation; *Teaching Methods

This document is comprised of four consecutive issues (Winter 1998-Fall 1999) of a newsletter published quarterly to provide information on current research and practice to early childhood professionals teaching in the primary grades in Colorado, Iowa, Nebraska, Missouri, and Montana. The winter 1998 issue focuses on retention in the early grades, reviewing research, and providing alternative strategies. The spring 1999 issue also addresses grade retention, asserting that a long trail of research indicates that retention is not the appropriate route to improve student achievement. This issue also contains a brief summary of literacy accomplishments that should be evident in third-graders. The summer 1999 issue discusses myths of literacy development and contains a reprint of an ERIC Digest on kindergarten entrance age. The fall 1999 issue covers effective first-grade teaching methods, including how to build strong readers and writers, how to assess school readiness, and literacy accomplishments that should be evident in first-graders. (EV)

ED 438 917 PS 028 335

Anderson, Beckie
Colorado Even Start. 1998-1999 Progress Report.
PUB DATE- 99
NOTE- 26p.; For 1998 Progress Report, see ED 428 869.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Early Childhood Education; *Early Intervention; Early Parenthood; Elementary School Students; *Family Literacy; Literacy Education; *Parent Education; Parents; Poverty; Preschool Children; Program Descriptions; Program Evaluation

Bibliographies for age-appropriate children's books are listed throughout the book, and each chapter contains references. (KB)

ED 438 934 PS 028 358

NAEYC Affiliate Group Handbook. 2nd Edition.
PUB DATE- 99
NOTE- 420p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; *Organizational Effectiveness; *Organizational Objectives; Organizations (Groups); Planning; Professional Development; Self Evaluation (Groups)
IDENTIFIERS- *National Association Educ of Young Children

This handbook is designed to help new affiliate groups of the National Association for the Education of Young Children (NAEYC) start an effective organization and to assist established affiliate groups in conducting a self-study and develop an action plan for NAEYC's Association Development Process (ADP). Part 1 of the handbook is divided into eight sections devoted to various aspects of program operation, each containing criteria and indicators used in the ADP, sample policies to guide decision making, sample documents, and resources for further information. The sections address the following areas: (1) basic operations; (2) risk management; (3) effective affiliate group functioning; (4) fiscal responsibilities; (5) membership development and retention; (6) effective affiliate group programs; (7) professional development activities; and (8) public policy/public awareness and education activities. Part 2 of the handbook presents the criteria, indicators, and strategies for affiliate group success in achieving the NAEYC goals of: (1) organizational effectiveness; (2) professional development and practice; and (3) public policy/public awareness and education. Appended are descriptions of organizations with major efforts related to child and family issues, NAEYC affiliate group resources, and tax forms. (KB)

ED 438 935 PS 028 359

Accreditation Criteria & Procedures of the National Association for the Education of Young Children. 1998 Edition.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Child Health; Developmentally Appropriate Practices; *Early Childhood Education; Educational Administration; Educational Environment; *Educational Quality; Family School Relationship; Food Service; Institutional Evaluation; Nutrition; Preschool Curriculum; Preschool Education; Professional Development; Program Evaluation; *Quality Control; Safety; Self Evaluation (Groups); *Standards; Teacher Qualifications; Teacher Student Relationship; Young Children
IDENTIFIERS- Day Care Quality; *National Association Educ of Young Children

as part of a structured learning experience is included. The next section presents guiding principles of "being" and "doing" with infants, toddlers, and families. The remainder of the book presents four contrasting vignettes, seven scenarios, and three "stumpers." Following some of the stories are lists of questions for trainers to consider in applying the 5-step process. (KB)

ED 438 953   PS 028 392

Gray, William W.; Albrecht, Bryan
Mentoring Youth for Success.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Career Education; High Schools; *Mentors; Partnerships in Education; *School Business Relationship; School Community Relationship; State Programs; Teacher Student Relationship; Vocational Education
IDENTIFIERS- Protege Mentor Relationship; Wisconsin; *Work Based Learning

Work-based learning is a national educational initiative to provide avenues for all students to connect their educational goals and skills to occupational opportunities. The initiative's goal is to ensure a seamless transition from high school to meaningful, high-quality employment or further education. Mentors involved in work-based learning help students enrich their lives, enjoy learning, and experience success in the workplace. This report describes the partnership of Wisconsin business and industry with the public education system to help achieve a competent, competitive, and productive work force, and provides guidance in preparing and teaching workplace mentors. The guide describes mentorship, provides a common language for work-based learning, details work-based learning relationships and responsibilities, suggests roles for all stakeholders, offers guidance to develop constructive communication, and includes activities and exercises to prepare mentors. The material is designed to be presented as a half-day workshop or as a pair of 2-hour workshop sessions for prospective mentors. Section 1, "Mentoring," describes learning style differences, mentor-student relationships, roles and responsibilities, and communication strategies. Section 2, "Work-Based Learning," describes the options available in Wisconsin, the work-based learning environment, the learning plan, and evaluation of student learning. Section 3 includes lesson topics and relevant forms. (KB)

ED 438 954   PS 028 393

Horm-Wingerd, Diane, Ed.; Hyson, Marilou, Ed.
New Teachers for a New Century: The Future of Early Childhood Professional Preparation.
PUB DATE- 00
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Early Childhood Education; Futures (of Society); Higher Education; Inclusive Schools; Limited English Speaking; Models; Parent School Relationship; Parent Teacher Cooperation; *Preschool Teachers; *Preservice Teacher Education; Public

describes ownership, nature of rights, criteria for protection, scope of protection, duration, costs, enforcement, and international protection. A section on intellectual property rules applicable to Aboriginal contexts discusses copyrights, neighboring rights, industrial designs, trademarks, patents, trade secrets, plant breeders' rights, integrated circuit topographies, and licensing intellectual property. The conclusion points out the need for new techniques and laws that are more appropriate for protecting Aboriginal traditional knowledge and recommends educating non-Aboriginals to increase respect and understanding for Aboriginal traditional knowledge. Information sources presented include 17 federal, international, general, and Aboriginal Internet sources; 11 organizations; and 20 references. (TD)

ED 438 972 RC 022 234

McCoy, Melody
Cooperative Agreements in Indian Education. Indian Education Legal Support Project: "Tribalizing Indian Education."
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Educational Cooperation; Elementary Secondary Education; *Institutional Cooperation; School Administration; School Districts; *Shared Resources and Services; *Tribally Controlled Education; Tribes

The Indian Education Legal Support Project emphasizes the legal rights of tribes to control the formal education of their members. The project's work includes developing tribal education laws and reforming state and national Indian education legislation. This document compiles 10 voluntary cooperative agreements among federal, public, and tribal schools and between Indian organizations with regard to various Indian education matters as of October 1, 1998. The agreements are voluntary because, while federal, state, and tribal laws may authorize such agreements, no law requires them. Summaries of the 10 agreements are presented, followed by the full text of the agreements. Five agreements between a public school district and a tribe, tribal school, or Bureau of Indian Affairs (BIA) school address creation of a joint school board; joint operation of a public school, a tribal or BIA school, and a new program for at-risk tribal students; and distribution of state funding for American Indian students in a public school district. Three agreements among tribal schools address cooperative arrangements for student bus transportation, cooperative sponsorship of student sports, and shared special education services. The other two agreements establish an interdistrict consortium of six public school districts to meet the needs of Native students, and formalize the relationship of two national Indian organizations on Indian education matters. (SV)

ED 438 973 RC 022 235

McCoy, Melody
Federal and State Laws Regarding Tribal Education Departments, 1984-1999. Indian Education Legal Support Project: "Tribalizing Indian Education."
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99

have on public schools. Charter schools' efforts to improve public education create new choices for parents. The competition causes public schools in areas with charter schools to accelerate systemwide school improvement to keep up. Ripple effects in 15 states are discussed. Of seven national and state studies, six studies demonstrate a positive ripple effect of charter schools on their peer districts; one does not. The second chapter examines obstacles and opposition to charter schools, which are divided into two categories: political opposition and operational hurdles. Chapter 3 presents charter school successes in 14 states that are examples of objective, verifiable academic achievement. More than 50 reports on the progress, success rates, and achievement of charter schools have been completed--over 80 percent show charter schools achieving their goals. The next chapter discusses charter schools that have closed and why, noting that only 2.3 percent have closed. The final chapter reports on a nationwide survey that focused on the operations, educational practices, successes, and challenges of 304 charter schools in 23 states and the District of Columbia. Key findings focus on small size, choice, chartering bodies, funding, facilities, and student diversity. Six appendices contain the national survey questionnaire, authorizing bodies for charter schools, funding information, location examples, a glossary, and a bibliography. (TD)

ED 438 991 RC 022 319

Cowley, Kimberly S.; Nilsen, Kristine L.; Caperley, Patricia E.
Evaluation of a High-Need School District's Organizational Capacity for Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 87p.; Color-coded bar graphs may not reproduce adequately. For related document about Virginia's high need school district, see RC 022 320.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Professional Development; Questionnaires; *Rural Schools; School Culture; School Districts; *School Effectiveness; Self Evaluation (Groups); Tables (Data); *Teacher Attitudes; *Teacher Collaboration; *Teacher Empowerment; Technical Assistance
IDENTIFIERS- *Learning Communities; *Sense of Community

During the 1990s, Virginia implemented statewide Standards of Learning, but several school districts did not have the capacity to meet these new content and performance standards. In 1996, a "high-need" rural Virginia school district was selected as a development site where elements of a technical assistance system to improve student achievement could be devised and tested. Before site work began, three instruments were administered to faculty members to provide a baseline description of the district's capacity to engage in improvement initiatives. The instruments measured staff perceptions of staff empowerment, the existence of a schoolwide professional community, and organizational effectiveness. In April 1999, the instruments were combined into a single survey and administered again to 80 of the district's 89 staff to measure changes after 2 years of technical assistance. This report summarizes

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Cytology; Ecology; Genetics; High Schools; Inquiry; Laboratory Procedures; Laboratory Safety; *Microbiology; Plant Growth; *Plant Pathology; *Plants (Botany); *Science Experiments; Science Instruction; Scientific Concepts

This monograph contains 10 plant pathology experiments that were written to correspond to portions of a biology curriculum. Each experiment is suitable to a biology topic and designed to encourage exploration of these biological concepts being taught. Experiments include: (1) The Symptoms and Signs of Disease; (2) Koch's Postulates; (3) Monoculture and Disease Epidemics; (4) Plant Parasitic Nematodes from Soil; (5) Fungi from Soil; (6) Classification of Powdery Mildews; (7) Halo Blight of Bean; (8) Pectic Enzymes That Destroy Plant Cell Structure; (9) The First Virus Discovered--Tobacco Mosaic Virus; and (10) Plant Tumors Are Genetically Engineered by Agrobacterium tumefaciens. Background information and safety and waste disposal information, are also included. (WRM)

ED 439 010 SE 063 187

Smith, Robert Alan
Plant Tissue Culture Studies.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Biotechnology; High Schools; Higher Education; Laboratory Equipment; *Laboratory Procedures; *Plant Growth; *Plants (Botany); Problem Solving; *Science Experiments; Science Instruction; Science Process Skills; Scientific Principles

Plant tissue culture has developed into a valid botanical discipline and is considered a key area of biotechnology, but it has not been a key component of the science curriculum because of the expensive and technical nature of research in this area. This manual presents a number of activities that are relatively easy to prepare and perform. The activities also provide a problem-solving approach to learning as a means of conveying basic content and science process skills. Units include: (1) The Process of Science; (2) Aseptic Technique; (3) Culture Methods; (4) Regeneration; (5) Preparation of Tissue Culture Media; and (6) Cell Culture Applications. Appendices include instructor's notes, a supplies directory, case study discussions, statistical tables, and student investigations. (WRM)

ED 439 011 SE 063 208

McDermott, Lillian C.; Redish, Edward F.
RL-PER1: Resource Letter on Physics Education Research.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Educational Resources; Elementary Secondary Education; Higher Education; *Physics; *Science Instruction

The purpose of this resource letter is to provide an overview of cartoonists, and political leaders. Each issue contains 10 to 12 entries that include photographs and personal profiles. The profiles focus on birth, youth, early memories, education, first jobs, career highlights, marriage and family, memorable experiences, hobbies, honors, and awards. Each entry is followed by a bibliography of readings and sources. Obituary entries also are included to provide a perspective on an individual's entire career. Each issue concludes with a name index, a general index, a birthplace index, and a birthday index. This volume includes profiles of: Gillian Anderson; Zachery Ty Bryan; Louis Farrakhan; Ella Fitzgerald; John Johnson; Michael Johnson; Christopher Reeve; Pete Sampras; Pat Schroeder; Tabitha Soren; Mara Wilson; Madeleine Albright; Rachel Blanchard; Adam Ezra Cohen; Bryant Gumbel; George Lucas; Alanis Morissette; Rosie O'Donnell; Muammar el-Qaddafi; Tupac Shakur; Herbert Tarvin; Merlin Tuttle; Marcus Allen; Claire Danes; Celine Dion; Jean Driscoll; Harrison Ford; Maya Lin; John Madden; Bill Monroe; Sam Morrison; and Rebecca Sealfon. (KCM)

ED 439 032 SO 029 540

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers, 1998.
PUB DATE- 98
NOTE- 481p.; For the 1997 issues, see SO 028 876.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- *Activism; Adolescent Literature; Art; Athletes; *Biographies; *Childrens Literature; Cultural Education; Elementary Secondary Education; Literature; Music; Nonfiction; Popular Culture; Reading Materials; Role Models; Social Studies; Student Interests; Supplementary Reading Materials; United States History; Visual Arts; World History

This series is designed and written for young readers, aged 9 and above. The volumes cover individuals that young readers want to know most about, including entertainers, athletes, writers, illustrators, cartoonists, and political leaders. Each issue contains numerous sketches arranged alphabetically. Each entry provides at least one picture of the individual profiled, with additional information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, honors, and awards. Each entry also ends with a list of easily accessible sources for further information on the individual and a current address. Obituary entries are included and are written to provide a perspective on the individuals entire career. Each issue concludes with a guide to the indexes, a name index, general index, places of birth index, and a birthday index (by month and day). Individuals featured include: Kofi Annan; Diana, Princess of Wales (obituary); Hanson (Ike, Taylor, Zac); Jimmy Johnson; Dominique Moceanu; Alexandra Nechita; LeAnn Rimes; Mike Vernon; Reggie White; Neve Campbell; Sean Combs (Puff Daddy); Leonardo DiCaprio; Walter E. Diemer (obituary); Ruth Handler; Livan Hernandez; Tara Lipinski; Betty Shabazz (obituary); Mother Teresa (obituary); Bella Abzug (obituary); Dalai Lama (Tenzin Gyatso); Jewel; Jody-Anne Maxwell; Brad Pitt; Emily Rosa; David Satcher; Kordell Stewart; Shinichi Suzuki; and Kate Winslet. (EH)

with how the environment affected the people and how the people affected the environment). Each of the three sections contains one or more activities, resources, references, background information, and a vocabulary list. Extra materials such as readings, worksheets, or visual aids are given at the end of each section and are to be used in the actual teaching of the lesson. (BT)

ED 439 055   SO 031 323

Shields, James J.
Sacred Architecture, Historic Religious Traditions and Education in Japan.
PUB DATE- 99
NOTE- 33p.; Revised version of a paper presented at the Annual Conference of the Comparative and International Education Society (Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; Buddhism; Comparative Education; Confucianism; *Cultural Context; *Educational Change; Folk Culture; Foreign Countries; Higher Education; *Religious Factors; *Social Change; Social Science Research
IDENTIFIERS- *Japan; Shintoism; Spiritual Values

This paper analyzes the relationship between society and education within the framework of sacred architectural sites, as well as through the more customary vehicle of sacred texts and practices. In particular, the study of sacred architectural sites is a unique and powerful research tool for studying spiritual and cultural meaning and its relationship to social and educational change, as it provides readily available visual and physical narratives for the processes of inner transformation and transcendental thinking. Japan is used as a case study to highlight the role religious traditions play in the development and the design of educational and social reform strategies in diverse cultural traditions. This study required the exploration of Shinto, Buddhist, and Confucian traditions as they relate to current social and educational values, practices, and challenges. (Contains 38 notes.) (Author/BT)

ED 439 056   SO 031 356

Mullin, James
The Great Irish Famine. 2nd Edition.
PUB DATE- 99
NOTE- 119p.; For the first edition, see ED 429 885.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Area Studies; *Colonialism; *European History; *Food; Foreign Countries; *Political Issues; Secondary Education; *Social Problems; Social Studies
IDENTIFIERS- English History; *Famine; Great Britain; Ireland; Nineteenth Century History

Between 1845 and 1850, more than a million Irish starved to death while massive quantities of food were being exported from their country. A half million were evicted from their homes during the potato blight. A million and a half emigrated to the United

DESCRIPTORS- *Academic Standards; *Citizenship Education; *Democracy; Elementary Secondary Education; Professional Development; Public Schools; Social Studies; *State Standards; Student Educational Objectives

IDENTIFIERS- *Wisconsin

This report details the recommendations of a Wisconsin education task force charged to develop strategies for the enhancement of students' knowledge, skills, and attitudes necessary to sustain lifelong participation in the democratic process. The report states that the Civics Action Task Force strongly recommends that action be taken by the Wisconsin State Superintendent of Public Instruction to implement the ideas presented in the four parts: (1) "Learning About and Practicing Democracy"; (2) "Schools and Communities as Laboratories for Democracy"; (3) "Resources"; and (4) "Professional Development." It states that the task force recognizes that citizenship education crosses the entire prekindergarten through 12th grade curriculum, and that social studies programs must reclaim Democratic Citizenship Education (DCE) as their central focus. A course in local and state government including DCE should be mandatory in high school. Democratic citizenship is taught most effectively in an environment in which the principles of democracy are practiced by all. While ensuring that the environments are democratic, students must understand the problems and limitations of democracy. The task force suggests that more and higher quality resources are needed to promote civics action. Professional development for teachers in a DCE initiative is vital in helping Wisconsin students become lifelong participants in this nation's democracy and the development and implementation of a state-of-the-art professional development program for democratic citizenship education is vital. Contains appendixes on service learning, process, social studies guidelines and principles for student government, and political science and citizenship standards. (BT)

ED 439 076 SO 031 623

Fortney, Mary, Ed.; Heidenreich, Janelle, Ed.

Partners for Good Citizenship: Parents, Schools, and Communities. A Citizenship Resource Guide.

PUB DATE- 99

NOTE- 254p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizen Role; *Citizenship; *Citizenship Education; Elementary Secondary Education; Job Skills; Learning Disabilities; *Partnerships in Education; Public Schools; Service Learning; Social Studies; *Student Development

IDENTIFIERS- Character Education; *Indiana

Noting that citizenship education is one of the major responsibilities of the public schools, this resource guide defines good citizenship as having 13 components, among them: respecting one's self and one's parents and home; possessing the skills necessary to live peaceably in society and not resorting to violence to settle disputes; respecting the American flag, the Constitution of the United States, and the constitution of Indiana; and respecting the rights of others to have their own views and religious beliefs. The major purpose of the guide is to provide assistance to Indiana schools, working with parents and community members, as they develop their own citizenship education initiatives. The guide offers

DESCRIPTORS- College Faculty; College School Cooperation; Collegiality; Early Childhood Education; Elementary Education; Higher Education; Mentors; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Sabbatical Leaves; Teacher Improvement; Teachers; Time Management

This paper describes one professor's sabbatical leave, when he returned to a third/fourth grade classroom as a teacher. It examines logistical arrangements necessary for success and insights gained. He worked in a Professional Development School (PDS) for 1 year, mentoring a PDS intern, 2 student teachers in the traditional preservice program, and 2 college observers. Arranging for the leave required support from university and school district personnel. The most gratifying part of the work was the opportunity to reuse certain strategies that he taught in university courses and to find them still effective in the classroom. One very effective strategy was the Theory of Multiple Intelligences. Working with preservice teachers from different programs reinforced in him future teachers' need for regular positive feedback on teaching and the importance of regular conferences with preservice teachers. Public school colleagues were a constant source of support and encouragement, which reminded him of the importance of school culture in setting the tone for contacts between adults that can spill into encounters with children. Collegial relationships were crucial to success. The biggest challenge was time management. The paper concludes that regular visits to PDS classrooms provide an important reality check for teacher educators. (SM)

ED 439 096 SP 039 044

Moller, Gayle
The Evaluation Forum: Assessing Professional Development (New York, New York, March 2, 1999). Inquiring Minds Want To Know.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Accountability; Elementary Secondary Education; *Faculty Development; Principals; Program Effectiveness; *Program Evaluation; Standardized Tests; Teacher Collaboration; Teacher Shortage

In March of 1999, the Professional Development Laboratory (PDL) of the New York University School of Education conducted an Evaluation Forum to address the issue of evaluating professional development. The Forum engaged PDL stakeholders, educational leaders, and community supporters in generating and responding to critical questions related to assessing professional development's impact on student learning. In addition to over 80 attendees, 8 national leaders in professional development served on a panel to offer recommendations, facilitate small group discussions, and respond to questions. The Forum addressed the following: (1) the context for professional development (public accountability and standardized tests, and teacher shortage); (2) what is known about professional development (resource drive decisions, complexity of teaching and professional development, culture of collaboration, and the difference the principal makes); and (3) evaluation of a PDL program (the PDL's theory-in-use, necessary agreements, whether the evidence is a result of PDL alone, effective strategies for collecting evidence, and where a PDL could collect evidence). Three appendixes contain a PDL overview, the Evaluation Forum panelists and guests, and the with both urban and suburban schools. They were part of a grant to help teachers implement state content standards through cognitive coaching, nonverbal classroom management, and monthly dialogue groups. Teachers participated in either treatment or control groups, completing evaluations just before the training began in November 1994 and 10 months after the initial training in September 1995. The assessment measured personal empowerment, teacher efficacy, learner-centered beliefs, conceptual level as psychosocial variables, and school culture. It also examined satisfaction with teaching, satisfaction with current teaching position, and enthusiasm for teaching. Of the 230 treatment group participants, 61.7 percent persisted to project completion. Of the 195 comparison group teachers, 83.1 percent persisted to the final data collection. Few effects were found for personological, background, or school climate variables, with gender and school socioeconomic status being the exceptions. The primary source of differences between persisters and dropouts was in response to the treatment. Participants engaging more actively in the project were more likely to persist. Persistence was also a function of support of the school principal. (Contains 30 references and 10 tables.)

ED 439 116 SP 039 071

Celebuski, Carin; Farris, Elizabeth
Nutrition Education in Public Elementary School Classrooms, K-5. Statistical Analysis Report.
PUB DATE- 00
NOTE- 73p.; For a statistical analysis report for public elementary and secondary schools, see ED 400 258.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dietetics; *Eating Habits; Elementary Education; Elementary School Teachers; Faculty Development; Health Promotion; Inservice Teacher Education; *Nutrition Instruction; Parent Participation; Public Schools; Tables (Data); Teacher Attitudes; Teacher Competencies
IDENTIFIERS- School Meals Initiative for Healthy Children

This report presents findings from the survey, Nutrition Education in U.S. Public Schools, Elementary Teacher Survey, K-5, which followed a federal initiative to improve the quantity and quality of nutrition education in public elementary classrooms. Survey results indicated that 52 percent of elementary teachers had formal training to teach about nutrition. Most teachers reported high availability of resources to support nutrition education (e.g., healthy cafeteria meals, reference materials, support for use of instructional time, and written policies or guidelines). Most reported that they taught lessons to their students about nutrition. About one-third of those who taught nutrition taught it as a separate subject, and about one-third integrated nutrition lessons into other subjects. The mean number of hours teachers spent on nutrition education in a school year was 13. Teachers used active learning strategies and did not rely on traditional lecturing methods. About one in four teachers reported their instructional materials were of high quality. Teachers with higher levels of support from their schools, and teachers with college training on nutrition education utilized family involvement strategies more often. Three appendixes provide survey methodology and data reliability, tables of standard errors, and the survey form. (SM) traditionally certified counterparts. The Provisional Teacher Program also became the dominant source of minority teachers for both urban and suburban schools. An appendix contains biographical sketches of New Jersey "alternate route" teachers selected as Dodge Fellows in 1998. (SLD)

ED 439 136   TM 030 670

Barton, Paul E.
What Jobs Require: Literacy, Education, and Training, 1940-2006. Policy Information Report.
PUB DATE- 00
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Basic Skills; Census Figures; *Educational Attainment; Educational Trends; Employment Patterns; *Employment Qualifications; Job Analysis; *Job Skills; *Literacy; National Surveys; Tables (Data); *Training; Trend Analysis
IDENTIFIERS- *National Adult Literacy Survey (NCES)

This report assembles the best information available on past and future trends in employment and the education requirements of jobs in the post-World War II period, focusing on data for 1986 and 1996 and projections to 2006. The report's first section explains what is known from the 1992 National Adult Literacy Study, which measured prose, document, and quantitative literacy of more than 26,000 adults. The discussion of the literacy levels in terms of real-life situations is background for the second section, "Literacy and Occupations." This section presents employment trends in terms of the literacy requirements of jobs and examines the most rapidly growing and declining occupations, the occupations with the highest and lowest literacy requirements, and the average for all employment for these years. Information is gathered from the Bureau of Labor Statistics, the National Adult Literacy Study, and the Position Analysis Questionnaire, a job analysis program that has been applied to 2,200 jobs. The third section discusses employment and training requirements of occupations. The fourth section traces trends from World War II to the present, and the fifth section explains what the analysis means in the broad context of the operations of the labor market. The final section, "The Bottom Line," shows the long-term bias toward higher literacy requirements. Appendix A shows prose, document, and quantitative literacy for 1986, 1996, and projections for 2006. Appendix B discusses the methodology of the analysis. (SLD)

ED 439 137   TM 030 671

Guth, Gloria J. A.; Holtzman, Deborah J.; Schneider, Steven A.; Carlos, Lisa; Smith, James R.; Hayward, Gerald C.; Calvo, Naomi
Evaluation of California's Standards-Based Accountability System. Final Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Educational Assessment; *Educational Change;

evaluation has also been a source of debate in teacher evaluation literature. To reduce many of the disadvantages associated with evaluation approaches, a combination of methods should be used to assess teacher performance. In addition, teacher evaluations should be performed frequently to capture a realistic and representative picture of each teacher. (Contains 42 references.) (SLD)

ED 439 158 TM 030 695

O'Connor, C. Richele; Herrelko, Janet
Responding to State Mandates: A Case Study of the Implementation of Local Professional Development Committees.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (80th, Orlando, FL, February 12-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; Pilot Projects; *Professional Development; *Program Implementation; School Districts; *State Legislation
IDENTIFIERS- *Kentucky

This qualitative study documented the variance of five different school districts and one consortium as they implemented Local Professional Development Committees (LPDCs). Two of the sites were pilot districts in the state of Ohio, which mandated that districts/consortiums create LPDCs effective in September 1998. The six different cases are presented and analyzed to reveal the most glaring differences in the approach to LPDCs. The districts varied in several ways, but the most notable were with respect to funding, remuneration for committee members, and the awarding of professional development units. Recommendations are made for incorporating more follow-up and reflection into teachers' plans. The information gained from this study should be useful to any districts that are trying to answer the question, "What is quality professional development?" An appendix contains the interview protocol. (Contains 13 references.) (SLD)

ED 439 159 TM 030 696

Blair, Jeremy
Ambivalent Racism Scale.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; *College Students; Higher Education; *Measures (Individuals); *Racial Bias; Reliability; Test Construction; Validity
IDENTIFIERS- *Ambivalence (Psychology)

A series of studies was conducted to develop and validate a scale to study racism in its newly adapted, ambivalent form. The scale was designed to measure the separate positively correlated hostile and benevolent components of racism. The first two studies, which involved 39 and 73 college students, established the questions that could be used for the scale and provided data that support the instrument's internal validity and reliability. The third study involving 39 college students and a planned fourth study are expected to establish convergent

Garcia, Ricardo L.
Teaching for Diversity.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Consciousness Raising; Cooperative Learning; Critical Thinking; Cultural Influences; Cultural Literacy; *Curriculum Development; Democracy; *Diversity (Student); Elementary Secondary Education; *Equal Education; Language Acquisition; *Multicultural Education; Religion; School Safety; Sexuality; Socialization; Socioeconomic Status; *Teaching Methods
IDENTIFIERS- Behavior Management; Globalization; Knowledge Development; Stigma

This book focuses on how to teach students from diverse cultures and how to teach students to live in a diverse society. Chapter 1, "Democracy, Diversity, and Universal Education," discusses "The Nature of a Free Society," "The Role of Universal Education," and "Schools as Communities." Chapter 2, "Identifying and Understanding Diversity Issues," includes "Labels and Describing Diversity," "Cultures as Frameworks for Understanding," "Language Development," "Socioeconomic Status," "Stigma and Resistance," "Learning Style Preferences," "Gender Identity and Sexual Orientation," "Race and Ethnicity," and "Religion." Chapter 3, "Instructional Strategies That Accommodate Diversity," includes "Safety and Equality," "Theoretical Bases for Integration Strategies," "Facilitative Teaching in Action," "Behavior Management," "Critical Thinking," and "Cross-Cultural Interaction." Chapter 4, "Developing Curricula That Reflect Diversity," includes "Construction of Knowledge," "Cultural Literacy," "Curricula for Cultural Literacy," "Four Approaches to Teaching for Cultural Literacy," "Choosing Curricular Materials," and "Student-Created Curricula." Chapter 5, "Teaching Students To Live in a Diverse Society," includes "Socialization and Diversity," "From Medieval Village to Global Village," "Socialization in Action," "Teaching Collaboration," and "Conflict Resolution." (SM)

ED 439 179   UD 033 389

Warren, Constancia; Brown, Prudence; Freudenberg, Nicholas
Evaluation of the New York City Beacons. Phase I Findings.
SPONS. AGENCY- Open Society Inst., New York, NY.; Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 83p.; Evaluation was done in conjunction with the New York City Department of Youth and Community Development, The Youth Development Institute of the Fund for the City of New York, and many participants in the Beacons initiative.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *After School Programs; *Community Schools; Elementary Secondary Education; Enrichment Activities; Health Promotion; Leadership; Parent Participation; *School Community Programs; School Safety; Urban Schools;
IDENTIFIERS- Full Service School Model; New York City Board of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Cooperation; Elementary Secondary Education; Peer Mediation; *Prevention; Professional Development; *Systems Approach; *Violence

This brief presents the assumptions underlying the approach taken by the International Center for Cooperation and Conflict Resolution, Teachers College, Columbia University, in creating a nonviolent school. It also provides specific program components that schools can implement. The approach is based on the recognition that violence is a function of the interplay between personal and social factors, and that conflict is a naturally occurring phenomenon with both constructive and destructive potential. A systemic approach toward conflict resolution can facilitate a change in the competitive culture of schools. Approaching schools from a systems perspective can facilitate change in the culture of school systems at disciplinary, curricular, pedagogical, and cultural levels. Peer-mediation training is a cornerstone of the student discipline system approach, as conflict resolution training is an essential part of the curriculum. Teaching strategies of cooperative learning and academic controversy can help students practice conflict resolution skills. Training in cooperation and conflict resolution that focuses on children ignores the reality that most adults working in school systems have had little preparation, training, or encouragement to work collaboratively themselves or to manage their own conflicts constructively. Teachers, parents, caregivers, and other community members with whom students interact should also receive training in cooperation and conflict resolution. (Contains 23 references.) (SLD)

ED 439 199 UD 033 418

Olson, Craig A.; Ackerman, Deena
High School Inputs and Labor Market Outcomes for Male Workers in Their Mid-Thirties: New Data and New Estimates from Wisconsin.
SPONS. AGENCY- Wisconsin Univ., Madison. Inst. for Research on Poverty.; Spencer Foundation, Chicago, IL.; Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 00
NOTE- 46p.; Supported by the University of Wisconsin School of Business. Revised version of a paper presented at the Annual Meeting of the Society of Labor Economists (Cambridge, MA, May 7-8, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High School Graduates; *Income; *Institutional Characteristics; *Labor Market; *Males; Outcomes of Education; Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Wisconsin

This study presents new evidence on the relationship between high school inputs measured at the time male respondents attended high school and the earnings of these same individuals when they were in their mid-thirties. To accomplish this task, newly coded data on the characteristics of Wisconsin high schools in 1954-57 were matched to the Wisconsin Longitudinal Survey. Estimates show a significant relationship between the characteristics of teachers and the earnings of their students 17 years after graduation. A 1% increase in the average teacher of teacher development in the context of a school-based professional community. In addition, to deliver quality instructional time, teachers must have some noninstructional buffer zone that absorbs the logistical and managerial demands of school life and the personal and social needs of children. Observation of skilled teachers indicates that 20 to 25% of the school day must be seen as serving these functions. Therefore, to have 300 minutes of instruction in a school day, the day must be 360 to 400 minutes long. Taking the problem of instructional time seriously may be one of the most powerful basics the school system and community can support. (Contains 6 figures, 31 endnotes, and 55 references.) (SLD)

ED 439 217 UD 033 440

Hall, Loretta
Arab American Voices.
PUB DATE- 00
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Arabs; Ethnic Groups; Interviews; Minority Groups; Newspapers; *North Americans; Personal Narratives; Poetry; Racial Relations; *Social Discrimination

Through speeches, newspaper accounts, poems, memoirs, interviews, and other materials by and about Arab Americans, this collection explores issues central to what it means to be of Arab descent in the United States today. Each of the entries is accompanied by an introduction, biographical and historical information, a glossary for the selection, and sources for further reading. The selections are: (1) "Dead Are My People" (Kahlil Gibran); (2) "Syrian Yankee" (Salom Rizk); (3) "Hannah Sabbagh Shakir" (Hannah Sabbagh Shakir); (4) "First Generation Americans: The Bridge between Yesterday and Tomorrow" (Gladys Shibley Sadd); (5) "The Anatomy of an Entrepreneur" (Joseph J. Jacobs); (6) "Day of the Long Night: A Palestinian Refugee Remembers the Nakba" (Jamil I. Toubbeh); (7) "Palestinians in Israel: You Ain't Seen Nothin' Yet" (Anton Shammas); (8) "Banned Poem" (Naomi Shihab Nye); (9) "Anisa" (Anisa); (10) "Shameem Rassam Amal" (Shameem Rassam Amal); (11) "Growing Up Arab in America" (Mojahid Daoud); (12) "Foreign Intelligence Surveillance Act of 1978 and Antiterrorism and Effective Death Penalty Act of 1996" (United States Government); (13) "Crusading Doctor: My Fight for Cooperative Medicine" (Michael A. Shadid); (14) "Blaming Bombing on Muslims Shows Prevalence of Prejudice" (Gahssan Saleh and Tom Quigley); (15) "Time To Look and Listen: Thanksgiving Reminds Us That Our Differences Unite Us and Make Us Unique as a Nation" (Magdoline Asfahani); (16) "Take a Lesson from History and End Arab-American Discrimination before It's Too Late" (Zena Macki); (17) "The American Muslim Council: There Need Not Be a 'Clash of Civilizations' between Islam and the U.S." (Atif Harden); (18) "Remarks to AAUG Annual Convention" (James Abourezk); (19) "After the Funeral of Assam Hamady" and "Dying with the Wrong Name" (H.S. "Sam" Hamod); (20) "Adolescent Arab Girls in an American High School" (adolescent Arab American girls); (21) "Mona" (Mona); (22) "Boundaries: Arab/American" (Lisa Suhair Majaj); (23) "A Far Journey" (Abraham Mitrie Rihbany); (24) "What Ramadan Means to Me" (Maha Ezzeddine); and (25) "American Druze Youth Issues & Concerns" (Nezar Andary). (SLD)

ED 439 218 UD 033 442

IDENTIFIERS- Colorado; *Even Start; Family Resource and Support Programs

Even Start programs integrate early childhood education, adult literacy or basic education, parenting education and support, and parent and child time to help break the cycle of poverty and illiteracy. This report describes the Even Start program in Colorado, and includes evaluation questions and methods. The report presents evaluation findings from the second year of implementation of a system of coordinated local evaluations, with both quantitative results and family stories to illustrate the educational and self-sufficiency gains made by Even Start families. The report includes a cost-benefit analysis comparing the cost of providing Even Start services to the amount of money saved by a decrease in educational and social services needed by and provided to families, and to increased tax revenues from parents' employment. Key findings of the program evaluations include: (1) the number of families served by Even Start increased by 56 percent; (2) 61 percent of families speak English as a second language; (3) 100 percent of teen parents enrolled as seniors in high school graduated, compared to a 72 percent graduation rate for all Colorado seniors; (4) 38 percent of all parents seeking a GED or high school diploma achieved their goal; (5) 57 percent of ESL parents advanced in their English skills; (6) 82 percent of infants and toddlers and 85 percent of preschoolers were functioning at age-appropriate levels of development; (7) 74 percent of primary school children demonstrated academic performance that was at or above their grade level; and (8) 39 percent of parents improved their employment status. The report concludes with recommendations for future steps toward improving Even Start in Colorado. Statistics from the Colorado Even Start 1998-99 Progress Report are appended. (EV)

ED 438 918   PS 028 336

Edelman, Larry, Ed.
Early Intervention Supports & Services in Everyday Routines, Activities, and Places in Colorado: A Guidebook.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 18p.; Primary contributors were Renee Charlifue-Smith, Ann Grady, Elizabeth Soper Hepp, Lou Ann Humphrey, Mary Jane Rapport, and Susan Smith.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmental Delays; Developmentally Appropriate Practices; *Disabilities; *Early Intervention; *Infants; Preschool Education; Program Descriptions; Program Implementation; *State Programs; *Toddlers
IDENTIFIERS- *Colorado; Family Resource and Support Programs; Family Support; Relevance (Personal)

The Program for Infants and Toddlers with Disabilities (Part C of IDEA, the Individuals with Disabilities Act) is a federal program that assists states in operating a system of early intervention supports and services for infants and toddlers with special needs and their families. In Colorado, the Part C initiative is called Early Childhood Connections (ECC). As the lead agency, the Colorado Department of Education is charged with implementing ECC, the statewide comprehensive, coordinated system of supports and services for infants and toddlers with

Accreditation of early childhood programs helps teachers and administrators evaluate and improve their practice, helps parents make informed decisions, and helps children receive quality programming. This manual explains the policies and procedures for accreditation of early childhood programs through the National Association for the Education of Young Children (NAEYC). Following a list of relevant definitions, Part 1 of the manual presents the purpose and goals of NAEYC's accreditation system, eligibility requirements, applications to multisite organizations and to agency and corporate child care systems; and describes the accreditation process of self-study, validation, and the commission decision. Part 2 presents the criteria--with interpretations--for high-quality early childhood programs, including history and development of the criteria, interrelationships among criteria, and how decisions are made. Criteria are presented in the following areas: (1) interactions among teachers and children; (2) curriculum; (3) relationships among teachers and families; (4) staff qualifications and professional development; (5) administration; (6) staffing; (7) physical environment; (8) health and safety; (9) nutrition and food service; and (10) evaluation. The manual's five appendices provide examples of developmentally appropriate practice, handwashing guidelines, nutrition requirements for infants and preschoolers, guidelines for food preparation and service, and the NAEYC Code of Ethical Conduct and Statement of Commitment. The manual concludes with information about NAEYC and the accreditation fee structure. (Contains 143 references.) (KB)

ED 438 936   PS 028 361

Guha, Smita
Digital Linkage: Factors Related to Elementary Grade Teachers' Usage of Computers in Classroom Instruction.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Meeting of the Research Association for Minority Professors (Houston, TX, February 3-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Education; *Elementary School Teachers; Sex Differences; *Teacher Attitudes; Teaching Experience

This study explored elementary school teachers' personal experiences with computer usage in instruction, and identified factors related to computer usage in their own teaching. Participating in the study were 149 teachers from 15 elementary schools selected randomly from 2 counties in western New York, representing a 75 percent return rate. Respondents completed a 46-item survey on their experience and interest in the use of computers in instruction, their training on and knowledge about computers, their comfort level in using computers for teaching, and current computer usage in classroom instruction. The findings indicated that 56 percent of the teachers had prior computer experience, with 80 percent currently using computers for less than 1 hour each day. Teachers typically received training through their district, but thought that the assistance in using computers for classroom instruction did not meet their needs. Teachers were comfortable using computers and thought the computers would enhance their teaching. They tended to use computers as a tutorial aid for students, for drill and practice, and as a general tool. Teachers' computer experience

Policy; Research Needs; Special Education; Special Needs Students; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Role

IDENTIFIERS- Ohio; Project Head Start

Based on the view that a well-prepared teacher is one of the keys to young children's successful learning and development in early childhood settings, this book examines the nature and content of current early childhood professional preparation programs at the preservice level, describes high quality early childhood professional preparation, and examines the future for professional preparation at the baccalaureate level in early childhood education. The introduction, by Diane Horm-Wingerd, Marilou Hyson, and Naomi Karp, details the background for this book and identifies essentials for excellence in early childhood teacher preparation. The chapters are: (1) "The State of the Art in Early Childhood Professional Preparation" (Joan P. Isenberg); (2) "Preparing Early Childhood Professionals To Work with Families" (Douglas R. Powell); (3) "Preparing Early Childhood Educators To Work with Children Who Have Exceptional Needs" (Patricia Miller, Lora Fader, and Lisbeth J. Vincent); (4) "The Preparation of Early Childhood Education Teachers To Serve English Language Learners" (Millicent I. Kushner and Alba A. Ortiz); and (5) "Career Pathways in Ohio's Early Childhood Professional Community: Linking Systems of Preparation Inside and Outside of Higher Education" (Rebecca Kantor, David E. Fernie, James A. Scott, Jr., and Marce Verzaro-O'Brien). Each of the chapters considers pertinent issues, describes exemplary models, discusses barriers and how they have been overcome, makes recommendations for progress over the next 5 years, and examines future research directions and implications for policy and practice. Each chapter contains references. (KB)

ED 438 955   PS 028 394

Dalli, Carmen

Starting Childcare: What Young Children Learn about Relating to Adults in the First Weeks of Settling into a Childcare Centre.

PUB DATE- 99

NOTE- 34p.; Paper presented at the Early Childhood Convention (7th, Nelson, New Zealand, September 27-30, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Attachment Behavior; *Caregiver Child Relationship; Case Studies; *Day Care; Emotional Adjustment; Foreign Countries; Infant Behavior; *Infants; Parent Child Relationship; Personality; Phenomenology; Preschool Education; Qualitative Research; *Social Adjustment; *Toddlers

IDENTIFIERS- Adult Child Relationship; Social Constructivism; Transitional Activities

This case study used a phenomenological approach to explore the experiences of three children starting child care, the adult who accompanied them to the center during the settling-in period, and one of the child caregivers. Data were collected by means of field notes, videotapes, interviews with the mother and teacher, journal entries by the mother or other adult at home and by teachers, and child care center documents and other parent materials. A striking finding of the study was the consistency with which the patterns of interactions the children established seemed to fit the expectations their teachers held about how the pattern would unfold. The stories each are structured around a key phrase that emerged from the

NOTE- 66p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Indian Relationship; Federal Legislation; State Legislation; Technical Assistance; *Tribal Government; *Tribally Controlled Education; Tribes

The Indian Education Legal Support Project emphasizes the legal rights of tribes to control the formal education of their members. The project's work includes developing tribal education laws and reforming state and national Indian education legislation. This document examines federal and state statutory provisions on tribal education departments and details their legislative history. Following a brief overview of tribal education departments in the 1980s and 1990s, specific provisions of various federal laws are reviewed, including the Education Amendments of 1984 to the Indian Self-Determination and Education Assistance Act of 1975, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Goals 2000: Educate America Act of 1994, the Improving America's Schools Act of 1994, and other public laws and resolutions. These laws are primarily concerned with federal funding of tribal education departments, their treatment as local education agencies, provision of training and technical assistance, research on at-risk students, access to the Internet, and collaboration among tribes and other educational institutions and agencies. Wisconsin is the only state with legislation specifically mentioning tribal education departments. This law calls for tribal input in the appointment of an advisory committee on American Indian language and culture programs. (SV)

ED 438 974 RC 022 237

Clinchy, Evans, Ed.
Creating New Schools: How Small Schools Are Changing American Education.
PUB DATE- 00
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Charter Schools; *Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; *Public Schools; *School Based Management; School Restructuring; *Small Schools; *Urban Schools
IDENTIFIERS- *Boston Public Schools MA; *New York City Board of Education

This book describes the creation of new, small, (strictly) public, and relatively autonomous schools that can be chosen by parents, students, and teachers located in Boston and New York City. These schools can be seen as the forerunners of an entirely new and much more democratic American public school system which attempts to achieve genuine educational diversity, innovation, and reform. This stands in sharp contrast to national, authoritarian, standards-based agendas. However, the creation of these schools is requiring massive changes in how local districts are organized and operated. The chapters are: (1) "Introduction: The Educationally Challenged American School District" (Evans Clinchy); (2) "A Journey toward Autonomy" (Linda Nathan, Larry Myatt); (3) "Smarter Charters? Creating Boston's Pilot Schools" (Robert Pearlman); (4) "The State's findings from that posttest. Overall, the results indicate that the district expanded its organizational capacity by making concrete progress in the area of teacher empowerment and by making minimal progress in the areas of creating sustainable professional learning communities and increasing organizational effectiveness. (Contains the survey questionnaire and extensive data tables and figures.) (SV)

ED 438 992 RC 022 320

Nilsen, Kristine L.
Assessing Pre-Intervention Capacity for Change in a High-Need Rural School District.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 71p.; Color-coded bar graphs may not reproduce adequately. For related document about Virginia's high need school district, see RC 022 319.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collegiality; Elementary Secondary Education; *Rural Schools; *School Culture; School Districts; School Effectiveness; Self Evaluation (Groups); *Teacher Attitudes; *Teacher Collaboration; *Teacher Empowerment
IDENTIFIERS- *Learning Communities; *Sense of Community

A technical assistance project in a rural Virginia school district included the goal of building professional learning communities among the district's teachers. Three instruments that measure various elements of a learning community culture were scheduled to be administered to teachers at the beginning, midpoint, and end of the 4-year project. This report examines results from spring 1997--the first administration of the measures, which assess school effectiveness, feelings of empowerment among staff, and perceptions of the schools as learning communities. The instruments were completed by 71 of the district's 89 professional staff. The results provide a picture of a school division that was grappling with daunting challenges but was equipped with a number of strengths. The staff believed they were good teachers, believed they worked with good teachers, and wanted to make a difference in children's lives. The staff wanted to grow professionally, but it was difficult for staff to function as a professional learning community because structures within the schools did not support decision-making models that maximize teacher input and power. Teachers were not meaningfully engaged in school decision-making, were ambivalent about the existence of a strong and shared vision, reported only modest collaborative activity among teachers, and lacked a collective focus on student learning. Recommendations are offered for development of the professional learning community. Appendices include the survey instruments. (Contains 41 references, 19 data tables, and 12 figures.) (SV)

ED 438 993 RC 022 321

Caperley, Patricia E.
Implementation of Title I Schoolwide Programs in Four Rural Virginia Schools.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, WV.; Office of Educational Research and Improvement (ED),

research on the learning and teaching of physics. The references have been selected to meet the needs of two groups of physicists engaged in physics education. The first is the growing number whose field of scholarly inquiry is (or might become) physics education research. The second is the much larger community of physics instructors whose primary interest is in using the results from research as a guide for improving instruction. Following an Introduction in Section 1, the references have been organized into sections. Section 2 contains bibliographies and conference proceedings. Readers unfamiliar with the literature might find it helpful to begin with the reviews and overviews in Section 3. Section 4, the core of the Resource Letter, is devoted to empirical studies. The references in section 5 contain some theoretical perspectives. A few references from related fields are listed in Section 6. In Section 7 are examples of instructional materials that have been developed on the basis of findings from research and that also have been evaluated through documented use with students. Section 8 identifies some earlier Resource Letters that can provide useful background for readers interested in conducting research in physics education. Articles that fit into more than one category are cross-references. References within sections and subsections are mainly ordered chronologically, from earliest to latest. (Author)

ED 438 012   SE 063 209

Redish, Edward F.; Steinberg, Richard N.
Teaching Physics: Figuring Out What Works.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Higher Education; *Physics; *Science Curriculum; *Science Instruction; *Teaching Methods

This paper discusses the research on three questions to improve physics instruction: (1) What is involved in understanding and using physics? (2) What do students bring to physics classes? and (3) How do students respond to physics instruction? At the heart of physics education research is a shift in emphasis on: "What are the students learning and how do we make sense of what they do?" In an effort to find out what student's real difficulties are, physics education researchers use a variety of tools. One task is to determine the range of most common possibilities called, "state space." A way to accomplish the task is to interview a number of students, letting them describe what they think about a particular situation or having them work through a problem. The researcher encourages the students to "think aloud" and to explain their reasoning. The goal is not to help the students come up with the "correct" answer but rather to understand their thinking. Interviews are videotaped, transcribed, and analyzed by multiple researchers. After a good understanding of student confusions and difficulties is obtained, multiple choice tests of surveys can be carefully designed, with the distractors selected from common spontaneous wrong answers. Discipline-based education research and components of problem solving, concepts, and expectations are discussed. Building and evaluating research-based curricula is also highlighted. (ASK/MM)

ED 438 013   SE 063 229

ED 439 033   SO 030 612

Sunshine State Standards: Social Studies.
PUB DATE- 96
NOTE- 20p.; For Florida's 1996 Arts Standards, see SO 030 613.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Citizenship Education; Economics; Elementary Secondary Education; *Geography; *History; Preschool Education; Public Schools; *Social Studies; *State Standards; *United States Government (Course)
IDENTIFIERS- *Florida

This document details Florida's state, elementary, intermediate, and secondary, social studies standards, approved May 29, 1996. It is divided into four grade level clusters: grades preK-2, grades 3-5, grades 6-8, and grades 9-12. For each cluster the standards are outlined for time, continuity, and change (history); people, places and environments (geography); government and the citizen (civics and government); and economics. (BT)

ED 439 034   SO 030 613

Sunshine State Standards: The Arts.
PUB DATE- 96
NOTE- 35p.; For Florida's 1996 Social Studies Standards, see SO 030 612.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Art Education; Dance; Elementary Secondary Education; Fine Arts; Music; Preschool Education; Public Education; *State Standards; Student Participation; Theater Arts; Visual Arts
IDENTIFIERS- *Florida

This document details Florida's state, elementary and secondary, arts education standards, approved May 29, 1996. The document outlines standards for dance, music, theater, and the visual arts. For each subject area, standards are given for grades preK-2, grades 3-5, grades 6-8, and grades 9-12. The student standards focus on skills and techniques, creation and communication, cultural and historical connections, aesthetic and critical analysis, and applications to life. (BT)

ED 439 035   SO 030 773

Wukitch, Lauren
Using Primary Sources To Develop an Understanding about the Holocaust: Curriculum Project. Fulbright-Hays Summer Seminar Abroad Program 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 120p.; For other projects from the 1998 Hungary/Poland Program, see SO 030 774-781.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anti Semitism; *Cultural Context; *European History; Foreign Countries; Grade 10; High Schools; *Jews; *Nazism; *Primary Sources; Social Studies; *World War II
IDENTIFIERS- Europe; Fulbright Hays Seminars Abroad Program;

States, Britain, and Australia, often on board rotting, overcrowded "coffin ships." This is the story of how that immense tragedy came to pass. The necessary historical and political context for a study of the Irish Famine is provided in the teacher's synopsis. Following the synopsis is a student summary that provides an historical overview and concludes with seven questions. Six lessons follow the student summary: (1) Laws; (2) Racism; (3) Eviction; (4) Mortality; (5) Emigration; and (6) Genocide. A synopsis gives an overview of the relevant Irish and English history and contains 47 footnotes and a 15-item bibliography. Each unit of study begins with a list of performance objectives, teaching/learning strategies and activities, and instructional materials/resources. (Contains 75 additional footnotes.) (BT)

ED 439 057 SO 031 362

Czuchna-Curl, Ardyce
Skagway: Gateway to the Klondike. Teaching with Historic Places.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Curriculum Enrichment; Foreign Countries; Historic Sites; *Local History; *North American History; Primary Sources; Secondary Education; Social Studies; *State History; Student Educational Objectives
IDENTIFIERS- Canada; National Register of Historic Places; Urban Development; Yukon Territory

This lesson aims to help students understand the impact of the Klondike Gold Rush on the development of Skagway, Alaska, a town which now has a year-round population of only 800 but which hosts half a million tourists annually. The lesson can be used in units on western expansion, on late 19th- and early 20th-century commerce, and on urban history. It notes that Skagway (located about 100 miles north of Juneau) was established as a result of an 1897 gold strike which began in the Klondike region of Canada's Yukon Territory, and it points out that even though Skagway's "boomtown" era lasted only briefly, it remains alive in the many turn-of-the-century buildings that survive. The lesson is divided into the following sections which include maps, readings, photographs, and activities: (1) "Routes from Seattle to Klondike"; (2) "Chilkoot and White Pass Trails"; (3) "Gold Is Discovered in the Klondike"; (4) "Settlement and Commerce"; (5) "Transportation: Key to Survival"; (6) "Skagway, Alaska 1898"; (7) "Trail Street, Skagway 1897"; (8) "Historic Development of William Moore Cabin and Ben Moore House"; (9) "Ben Moore and Family Moore House 1904"; (10) "Golden North Hotel"; (11) "Arctic Brotherhood Hall"; (12) "McCabe College Building"; (13) "Gold Rushes"; and (14) "History and the Use of Local Buildings." Contains 11 Web sites that are supplementary resources to the Klondike. (BT)

ED 439 058 SO 031 379

Braun, Joseph A., Jr., Ed.; Risinger, C. Frederick, Ed.
Surfing Social Studies: The Internet Book.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

suggestions for school-wide activities and considers what school administrators and individual teachers can do in citizenship education, as well as how to approach citizenship education for students with diverse learning needs. Following this introductory material, the guide is divided into grade-level sections, K-12, each of which offers a focused overview and three or four lessons. An extensive Resources section provides the following lists: Literature for Elementary and Middle School Students; Literature for High School Students; Sample Programs and Resources for Citizenship Instruction; Good Citizenship and Service Learning; Resources for Parents, Teachers, and Community Members; Organizations That Provide Citizenship and Character Education Materials; Resources for Music, Visual Arts, and Drama; American Songs and Poems; and Indiana Code 20-10.1-4-4.5. (BT)

ED 439 077 SO 031 625

Nippon Nyumon: An Idea Book for Teaching Japanese Economic Topics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Economic Factors; Economic Impact; Economic Research; *Economics; Foreign Countries; *Geography; *Japanese Culture; Secondary Education; Social Studies
IDENTIFIERS- Economic Concepts; Economic Trends; *Japan

This sourcebook contains lessons and materials developed by the Keizai Koho Center (Japan Institute for Social and Economic Affairs). The ideas and activities in the sourcebook focus on the Japanese economy and are useful in social studies classrooms and courses including, economics, geography, and world cultures. Essays in the sourcebook are: (1) "The Role of Labor in the Japanese Economy" (Carol Arnold); (2) "Contemporary Women of Japan" (Barbara Bernard); (3) "Let's Play! Children's Leisure Time in Japan" (Christopher Dolgos); (4) "Deregulation in the Japanese Transport System" (Barry Dufour); (5) "Exploring Crime in Japan" (Richard E. Erickson); (6)"The Changing Roles of Japanese Women" (Susan J. Hardin); (7) "Economic Update: Japan since the Bursting of the Bubble Economy" (Geoff Hunter); (8) "The Economics of Information: Living, Working, and Learning in the Digital Era" (Karen A. Hurd); (9) "Is Free Education 'Free' in Japan?" (Alice Johnson); (10) "Grocery Carts: A World Apart" (Donna Butler Kimbro); (11) "Money, Banking, and Financial Markets in Japan" (Richard A. MacDonald); (12) "Elbow Room: Examining Japan's Population Density" (John Nohr); (13) "Silvering Populations and Interpreting Pyramids" (Phyllis R. Parker); (14) "Economic Secrets: Japanese and American Education" (Carole Ann Sudol); (15) "East and West: Building on Culture" (Linda C. Tassone); (16) "Economics and the Environment: Use and Care of Resources at a Local Level" (Yabbo Thompson); (17) "Calligraphy Meets Technology: The Search for a Traditional Art in Modern Japan" (Patricia Berg Ward); (18) "Linking Countries through Trade" (Mark Wildy); (19) "Japanese Corporate Citizenship: A Model for the 21st Century" (Joyce Witt); and (20) "Yearning to Budget: Finances and the Japanese Family" (Gerard Wollack). (Each

Evaluation Forum agenda. (SM)

ED 439 097   SP 039 046

McCall, Renee; Craft, Diane H.
Preschool Movement Programs: Designing Developmentally Appropriate, Inclusive Curricula and Games.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Orlando, FL, March 21-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adapted Physical Education; Child Development; Curriculum Development; *Developmental Stages; *Disabilities; Interpersonal Competence; Physical Fitness; Preschool Children; *Preschool Education; *Psychomotor Skills; *Regular and Special Education Relationship; Student Centered Curriculum

Preschool children need instruction in movement in order to become skillful movers. A child-centered approach emphasizes activities that are child-initiated and teacher-facilitated, enabling each child to achieve specific goals and objectives. Many teacher strategies and classroom routines support the child-centered approach. As an alternative to large group activities, teachers can establish four or five different stations in the room. Only one activity station should involve turn taking, since preschoolers are just developing that skill. The Preschool Movement Program offers adapted physical education, which enhances each child's development by offering an inclusive, child-centered learning environment that encourages self-direction and social interaction. The program also helps to develop functional skills that will be used throughout life. The Preschool Movement Program is designed to help students develop fitness and motor planning, and enables them to master the fundamental movements of locomotor skills, object control skills, and stability. The program adapts continually and creates equipment to enable students with limited mobility to function more independently. Activities can include: (1) "Big on Balloons" (striking, catching, kicking, and throwing balloons); (2) "Mat Maze" (moving through a mat maze to find their way out); and (3) "Scooter Play" (maneuvering scooters while sitting or lying down). (SM)

ED 439 098   SP 039 048

Families Supporting Inclusive Learning Communities. The SILC Road.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diversity (Student); Educational Environment; Elementary Secondary Education; *Family School Relationship; Interpersonal Communication; *Parent Participation; *Participative Decision Making; Program Effectiveness; Program Evaluation; *School Community Relationship; *School Culture

ED 439 117 SP 039 076

McCarthy, Alice R.
Healthy Teens: Facing the Challenges of Young Lives. A Practical Guide for Parents, Caregivers, Educators, and Health Professionals. Third Edition.
PUB DATE- 00
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescent Development; *Adolescents; Alcohol Abuse; Career Choice; College Bound Students; Communication Skills; Community Responsibility; Depression (Psychology); Drug Abuse; Eating Disorders; Eating Habits; Family School Relationship; Family Violence; Health Education; *Health Promotion; Higher Education; Illegal Drug Use; Injuries; Learning Disabilities; Life Style; Mass Media; Mental Health; *Parent Child Relationship; Parent Role; Parent Teacher Conferences; Parents; Physical Health; School Responsibility; School Safety; Secondary Education; Sexual Abuse; Sexual Harassment; Sexuality; Smoking; Stress Variables; Suicide; Tuition
IDENTIFIERS- Abstinence; Body Piercing; Driving; Gangs; Sexually Transmitted Diseases; Tattoos

This monograph is a guide to teen development and the world of 11-18 year olds in contemporary America. It provides practical suggestions to parents and other concerned adults as they guide children through adolescence. The 12 chapters are: (1) "Healthy Bodies, Healthy Minds"; (2) "Teens, Families, and Schools"; (3) "Teens and Mental Health"; (4) "Teen Sexuality"; (5) "Teens: An Active Life Style"; (6) "Teens: Substance Abuse"; (7) "The Answer to Substance Abuse"; (8) "Teens and Sexual Harassment"; (9) "Teen Safety and Crime Prevention"; (10) "Teens and Violence"; (11) "Teens and Life After High School"; and (12) "Teens and a Better Community." The four appendixes present: "A Load Off the Teachers' Backs: Coordinated School Health Programs"; "The Michigan Model for Comprehensive School Health"; "Making the Grade: A Guide to School Drug Prevention"; and "When Your Adolescent is in Trouble." (Contains 21 references/resources.) (SM)

ED 439 118 SP 039 077

Wheat: The Whole Story.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Health; *Dietetics; *Eating Habits; Elementary Secondary Education; *Nutrition Instruction
IDENTIFIERS- *Food Guide Pyramid; *Wheat

This publication presents information on wheat. Wheat was originally a wild grass and not native to the United States. Wheat was not planted there until 1777 (and then only as a hobby crop). Wheat is grown on more acres than any other grain in this country. Soft wheats are grown east of the Mississippi River, and hard wheats are grown west of the Mississippi. Foods

Elementary Secondary Education; *Evaluation Methods; Program Evaluation; School Districts; *State Standards
IDENTIFIERS- *California

In June 1998, California started an evaluation of standards-based accountability. The evaluation focused on the status and impact of local accountability systems, content standards, assessment measures, use of data, consequences and incentives, and assistance in school districts across the state. In the course of the study, the California legislature enacted a new state-driven accountability plan that replaced the system the evaluation was examining. Data from the field thus reflected the existing program and attitudes toward the new program, which included an academic performance index and assistance, intervention, and incentives plans for schools. The school district was the primary unit of analysis, and the cornerstone of the evaluation was a survey of 200 California school districts that included the state's 120 largest districts. Interviews with administrators and teachers, as well as educational policymakers, provided study data. At the time of the surveys, most districts were still in the early stages of developing their local standards-based accountability system. The most common elements implemented to that point were content standards and assessments. Findings show that the development of accountability systems is a long and messy process. Although people hold varying views on accountability, many equate it with assessment. Many people support the concept of accountability, but there is less support for the details of its implementation. Recommendations are made for coherence in the accountability system, communication about accountability, assessment for accountability, and capacity building. Overall, educators in California need to align what already exists more than they need to move forward with new initiatives. An appendix contains the application for funding categorical aid programs and the interview protocols from the study. (Contains 27 figures and 37 references. (SLD)

ED 439 138 TM 030 672

Wolf, Shelby; Borko, Hilda; McIver, Monette; Elliott, Rebekah
"No Excuses": School Reform Efforts in Exemplary Schools of Kentucky.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; *Cooperation; *Educational Change; Educational Environment; Elementary Education; Middle Schools; *Teacher Attitudes; Teachers
IDENTIFIERS- *Exemplary Schools; Kentucky; *Kentucky Education Reform Act 1990; Reform Efforts

This report follows two elementary and two middle schools in Kentucky where educators not only talked about what they needed to do to meet the needs of the state's educational reform program, but also acted on their ideas, creating a "no excuses" atmosphere. Images of reform suggest that resource decisions are often based on human relationships among faculty members, and that these, in turn, influence the desire to go out into the community to get what is needed to propel learning forward. These schools characterized themselves as "lighthouses" and "universities" where ongoing learning was key. However, the business side of things was less critical than the emphasis on validity between the Ambivalent Racism Scale (ARS) that was developed and other measures of racism and ambivalent behavior, including the Modern Racism Scale (J. McConahay, 1986). The final study should replicate the findings that subjects can hold two conflicting views about one group at the same time. These two attitudes, when stimulated at the same time, create a feeling of racial ambivalence. (Contains 12 references.) (SLD)

ED 439 160   TM 030 697

Goldberg, Pat
Increasing Problem Solving through the Metacognitive Skills of Planning, Monitoring, and Evaluating.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Elementary School Students; Evaluation Methods; *Instruction; *Metacognition; *Planning; Primary Education; *Problem Solving; Skill Development
IDENTIFIERS- *Monitoring

A teacher involved in Kentucky's statewide systemic reform began a personal effort to change her classroom through action research, especially in the area of higher order thinking. This action research gathered data about the aspects of metacognition that might develop naturally in 8- and 9-year-olds and then translated the data into classroom practices. The investigator's class of 26 third graders was compared with the school's other third grade class. In the investigator's class, a culture of thinking was created throughout the school day by using several instructional strategies focusing on student self-awareness and planning, monitoring, and evaluating within the subject domains of mathematics, science, and visual arts. Videotapes of students performing developed tasks in pretest and posttest situations were analyzed. Results indicate that a child of 8 is not likely to use metacognitive categories of planning, monitoring, or evaluating during problem solving, although some students who have just turned 9 are more likely to monitor their problem solving activities by reviewing their work. The study also found that the behavior of monitoring review is responsive to instruction and related to improved understanding of mathematics and visual arts problems. The implications of these findings for determining the appropriate age for instruction in metacognitive strategies are discussed. Seven attachments contain supplemental information, including scoring guides for the developed tasks. (Contains 22 references.) (SLD)

ED 439 161   UD 033 354

Snell, Lisa
Remedial Education Reform: Private Alternatives to Traditional Title I. Policy Study No. 266.
PUB DATE- 00
NOTE- 46p.; Produced with Lindsay Anderson. Project Director was Richard Seder.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; *Nontraditional Education; *Private Sector; *Professional

Education; *Risk Reduction

This report presents findings from Phase 1 of an evaluation of the New York City Beacons initiative, a school-community-family partnership model initiated in 1991. Beacons are community centers within public schools that offer activities and services to people of all ages before and after school, in the evenings, and on weekends. Research included analysis of the development and evolution of the initiative, and examination of how the concept has been implemented at individual sites. It involved two rounds of site visits to 39 Beacons in 1997-98, parent focus groups, participant surveys, and youth interviews. Overall, the Beacons have created safe havens for children and youth and provided many important services for children and families. Beacons have fostered positive youth development and leadership, helped youths avoid risky behavior, provided foster-care prevention services, and facilitated improved relationships between host schools and parent communities. There is variation across the 39 Beacons. Most have strong or exemplary programs in one or two of four essential areas (youth development programming, academic support and enrichment activities, parental involvement and family support, and neighborhood safety and community building), and acceptable implementation overall. Results are also presented on patterns of participation. (SM)

ED 439 180   UD 033 390

Zhou, Min; Bankston, Carl L., III
Straddling Two Social Worlds: The Experience of Vietnamese Refugee Children in the United States. Urban Diversity Series No. 111.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Columbia Univ., New York, NY. Teachers College.
PUB DATE- 00
NOTE- 93p.; For the most recent book in the series, see ED 416 271.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Acculturation; *Asian Americans; *Cultural Differences; Cultural Influences; Elementary Secondary Education; Language Minorities; *Refugees; Sex Role; Students; Vietnam War; *Vietnamese People
IDENTIFIERS- Refugee Camps; Refugee Resettlement; Social Capital; *Vietnamese Culture

This monograph examines the current state of Vietnamese America, summarizing research findings on Vietnamese children, both those who are native born and those born in Vietnam and raised in the United States. It provides insight into the unique experience of these children in order to help educators, administrators, and social workers deal effectively with their problems and encourage achievement. Section 1, "Displacement: Leaving Vietnam and Arriving in America," discusses "The Vietnam War," "The Refugee Exodus," "Transition: The Refugee Camps," "Government Policies and the Beginning of Vietnamese America," and "Exile, Limbo, and New Life in America." Section 2, "Resettlement: Facing Challenges in the New Land," discusses "Premigration Characteristics of Vietnamese Refugees," "Refugee-Receiving Neighborhoods," "Schools," "The Current State of Vietnamese American Youth," and "Implications for Segmented Assimilation." Section 3, "Social Capital Formation: The Rebuilding of the Family and the Ethnic Community," discusses "The Traditional Vietnamese Family and the American salary in a district increases the earnings of students by 0.33%. The magnitude of this effect is larger than estimates reported in previous research, and many times larger than the impact of increasing parents' income by a comparable amount. (Contains 30 references.) (Author/(SLD)

ED 439 200 UD 033 420

Acs, Gregory; Gallagher, Megan
Sources of Support and Income Inequality among America's Children. Discussion Papers Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY. Education and Research Div.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 99
NOTE- 65p.; Additional support from the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Support; *Children; Economic Factors; *Family Income; One Parent Family; Urban Youth

As part of the Assessing the New Federalism project, this report examines the disparity in resources available to children across the states and in different living arrangements using data from the first wave of the National Survey of America's Families. Among findings is that, with adjustment for differences in family size, the median income available to children in two-parent families is two and one half times greater than the median income of children in one-parent families. If the definition of "Family" is expanded to encompass nonrelated household members, the income available to the median child living with a single parent grows by more than 10%. Parental earnings represent 90.9% of all income available to children in two-parent families, but only about half the income available to children in one-parent families. Median income available to children varies considerably across the 13 states studied. New Jersey has the highest median income, and Mississippi, the lowest. New York and Mississippi have the highest level of inequality in income across a wide variety of measures. State differences account for about 1% of the total variation in family incomes. Differences across family types account for about one-sixth of overall inequality, and the large remainder is explained by differences in parents' ability to generate income. States in which resources are more unequal are also those with the highest rates of child poverty. An appendix discusses the statistical analyses of the data. (Contains 25 tables, 2 figures, and 7 references.) (SLD)

ED 439 201 UD 033 421

Long, Sharon K.; Kirby, Gretchen G.; Kurka, Robin; Waters, Shelley
Child Care Assistance under Welfare Reform: Early Responses by the States. Occasional Paper Number 15. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

Gathercoal, Forrest
Judicious Discipline. Revised Fourth Edition.
PUB DATE- 97
NOTE- 224p.; For the first edition, see ED 306 652.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Civil Rights; *Classroom Techniques; *Democracy; *Discipline; Elementary Secondary Education; Ethical Instruction; *Justice

This book is a guide to creating a democratic classroom management style that serves as a real-life model for the same system of rules and responsibilities under which students will live when they leave school. The ideas are based on ethical, educational, and legal perspectives for school rules and decisions based on a democratic form of government. The chapters are: (1) "Introduction to Judicious Discipline"; (2) "Professional Ethics"; (3) "A Constitutional Perspective for School Rules"; (4) "The Democratic School Community"; (5) "Consequences--A Professional Relationship Model"; and (6) "Balancing Rights and Responsibilities." Contains a 57-item bibliography of references and resources for further information or additional reading. (SLD)

developmental delays and their families. To accomplish this charge, ECC promotes a broad array of interrelated activities. Among ECC's initiatives are those focusing on public awareness, service coordination, cultural competence, and parent leadership. One other such initiative, Babies BELONG, focuses on assuring the quality of early intervention supports and services. It is the belief and policy of ECC that supports and services are most effective when they are provided within families' everyday routines, activities, and places. This guidebook describes this vision for early intervention services in order to assist communities in assuring quality supports and services for infants and toddlers and their families in Colorado. The guide explains ECC's guiding principles, key concepts, background information on which ECC's positions are based, Colorado's policy on provision of services in natural environments, and the Babies BELONG initiative. (Contains 22 references.) (EV)

ED 438 919   PS 028 337

Franklin, Margery B.
Meanings of Play in the Developmental Interaction Tradition.
  Occasional Paper No. 1.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Behavior; *Child Development; Cognitive
  Development; Cognitive Processes; Developmental Tasks; Dramatic
  Play; Early Childhood Education; *Learning Theories; *Play;
  Psychoeducational Methods; Theory Practice Relationship
IDENTIFIERS- Developmental Play; Developmental Theory; *Play
  Learning

Noting that children's play activities, particularly the development of dramatic scenarios, have been a central focus of developmental-interaction thinking over many decades, this paper explores the emphasis on play and the specific meanings accorded to it within this developmental-interaction tradition. The first part of the paper considers the views of play held by the tradition's founders--Harriet Johnson, Caroline Pratt, and Lucy Sprague Mitchell--and how this view was realized in practice. The second part examines writings by Biber and her associates that attempt to integrate the original lines of thinking with psychodynamic formulations. The introduction of psychoanalytic theory impinged on, and changed concepts of, play process and medium, sources of material, and the functions of play. The third section argues that certain contemporary developments in psychological theorizing provide new grounding for central ideas about play in classic developmental interaction. These are: articulation of symbolic mediation theory, as represented in the work of Werner and Kaplan (1983/1963) and Vygotsky (1986); a broadened view of cognitive functioning, in particular the idea of narrative as a fundamental way of organizing experience (Brockmeier and Harre, 1997; Bruner, 1986; Wells, 1986); and the theme of self developing in interaction with others, specifically peers, in social collaborative activity. (Contains 52 references.) (EV)

ED 438 920   PS 028 338

Villanueva, Carmelita L., Ed.; Padilla, Teresita M., Ed.
Adolescence Education Newsletter, 1998.
SPONS. AGENCY- United Nations Fund for Population Activities, New

and interest were correlated with their computer usage score. Their computer training and knowledge level was also correlated with computer usage. In addition, teachers' comfort level in using computers was correlated with computer usage. There were no statistically significant effects of gender or teaching experience on teachers' use of computers in the classroom. (The survey is appended. Contains 27 references.) (KB)

ED 438 937 PS 028 362

Seng, SeokHoon; Chan, Betty
Spatial Ability and Mathematical Performance: Gender Differences in an Elementary School.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Computation; *Elementary School Students; Factor Analysis; Intermediate Grades; Mathematical Applications; Mathematical Concepts; *Mathematics Achievement; Mathematics Skills; Predictor Variables; *Sex Differences; *Spatial Ability

This study investigated the nature of spatial ability, as measured by four instruments based on spatial orientation and visualization, and its relationship to the mathematical performance of elementary school pupils. Participating in the study were 127 elementary school students, 72 boys and 55 girls, ages 10 to 11 years. Spatial ability was measured by the Spatial Relations-Orientation Test and the Spatial Visualization Test, each having two- and three-dimensional aspects. Mathematics performance was assessed by the Comprehensive Test of Basic Skills, and included mathematical computation, concepts, and application. The findings of a factor analysis on the Spatial Relations-Orientation Test and the Spatial Visualization Test indicated that spatial ability was best defined by a unitary factor. Boys did not perform significantly better than the girls on the four individual spatial tasks. There was a significant positive relationship between spatial ability and mathematical performance. The spatial factor score was a significant predictor of mathematics performance. There were no significant gender-related differences in the relationship between spatial ability and mathematical performance. (Contains 21 references.) (KB)

ED 438 938 PS 028 364

Fernandez, Roy C.; Jenkins, Deborah
A Comparison of the Additive and Transformation Approaches to Multicultural Education.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Attitude Change; *Attitudes toward Disabilities; *Childhood Attitudes; Children; *Disabilities; *Elementary School Students; Inclusive Schools; *Instructional Effectiveness; *Multicultural Education; Pretests Posttests; Primary Education; Special Needs Students

This project compared the degree to which additive and transformational approaches to multicultural education increased children's understanding and appreciation of physically challenged children. The additive approach data as capturing the central theme of their story: (1) "Coming to terms with separation"; (2) "Who looks after me here?"; and (3) "Latching on to Sam." The stories are further analyzed from a co-constructionist perspective, an attachment theory perspective, and a temperament theory perspective. It was concluded that the stories illustrate a connection between the children's experience of their interactions with adults and the way that adults understood their role during the settling-in process, that children attempted to form relationships with a preferred adult to fill the gap left by their mothers' absence, and that a system of assigning to a specific teacher responsibility for settling-in is a credible way of approaching the experience of starting child care. (Contains 39 references.) (KB)

ED 438 956   PS 028 395

Kroenke, Lillian DeVault, Ed.
Infants and Toddlers, 1999-2000.
PUB DATE- 00
NOTE- 66p.; For 1998-1999 issues, see ED 431 552. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Caregiver Child Relationship; *Child Development; Cooking Instruction; Developmental Tasks; Infant Behavior; *Infants; Learning Activities; *Montessori Method; Nutrition; Perceptual Development; Periodicals; Sensory Experience; *Toddlers
IDENTIFIERS- Montessori (Maria); *Montessori Preschools

This document is comprised of the four 1999-2000 issues of a quarterly journal for teachers and parents of children in Montessori infant and toddler programs. The May 1999 issue presents articles on eating in the prepared environment and meeting infants' basic needs for food. The August 1999 issue includes articles discussing infants' sensory awareness and cooking with toddlers. The November 1999 issue features an article on sensory awareness in infants, a picture story of children in a Montessori toddler class making French bread, and an article on the developmental tasks of toddlers. The February 2000 issue covers ten key conditions for creating responsive care in infant and toddler environments. A regular feature of the journal is "Ask Ginny," an advice column. (KB)

ED 438 957   PS 028 403

Mosatche, Harriet S.; Unger, Karen
Too Old for This, Too Young for That! Your Survival Guide for the Middle-School Years.
PUB DATE- 00
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Coping; Decision Making; *Early Adolescents; *Emotional Development; Family Relationship; Friendship; *Middle School Students; Middle Schools; Peer Relationship; Physical Health; Puberty; Student Adjustment; *Student Development; Teacher Student Relationship

Role in Shaping a Progressive Vision of Public Education" (Dan French); (5) "A Day in the Life of a Teacher in a Small School" (Meredith Gavrin); (6) "Why Wasn't I Taught This Way?" (Ellalinda Rustique-Forrester); (7) "The Transformation of One Large Urban High School: The Julia Richman Education Complex" (Ann Cook); (8) "Birthing New Visions Schools" (Beth Lief); (9) "School Reform: A System's Approach" (Judith A. Rizzo); (10) "The Role of a Union in School-System Reform" (David Sherman); (11) "Inching toward Reform in New York City: The Coalition Campus Schools Project" (Linda Darling-Hammond, Jacqueline Ancess, Kemly McGregor, David Zuckerman); (12) "Can the Odds Be Changed? What It Will Take To Make Small Schools Ordinary Practice" (Deborah Meier); (13) "Contexts of Productive Learning, Governance, Charter Schools, Pilot Schools, the Creation of Settings, and the Wailing Wall" (Seymour Sarason); and (14) "The New American School District" (Evans Clinchy). An appendix lists nine sources on further information networking and technical assistance. (Contains references in each chapter and an index.) (SV)

ED 438 975   RC 022 239

Pietarinen, Janne
Rural School Students' Experiences on the Transition from Primary School to Secondary School.
PUB DATE- 98
NOTE- 14p.; Paper presented at the European Conference for Educational Research (Ljubljana, Slovenia, September 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consolidated Schools; *Educational Environment; Elementary Secondary Education; Foreign Countries; Qualitative Research; *Rural Schools; Rural Urban Differences; Secondary School Students; Small Schools; *Student Adjustment; *Student Attitudes; Student Experience; Teacher Student Relationship; *Transfer Students
IDENTIFIERS- Elementary School Secondary School Relationship; *Finland

A study in Finland examined rural students' experiences of the transition from a small rural primary school (grades 1-6) to a bigger village secondary school (grades 7-9). Qualitative data were obtained from essays written by 132 students in 13 small rural primary schools, 1 village school, and 1 city school. Students wrote the essays as 6th-graders in elementary school and again as 7th-graders in secondary school. Results indicate that the transition requires different kinds of adaptation from rural and city students, the most significant factors for rural students being changes in the school's physical, social, and pedagogical environment. Many rural students were disappointed with social relationships in the classroom or with the teaching, and faced social or cognitive problems. The change from the class, teacher-based learning environment of the primary school to the subject, teacher-based learning environment of the secondary school demanded a considerable amount of adaptation from students. The secondary school learning environment became more impersonal, formal, and competitive, and teachers became more controlling just at the point when adolescents were seeking more autonomy. Finally, students' achievement did not necessarily correspond to how well they had adjusted to their new school. Recommendations

Washington, DC.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Characteristics; Educational Change; Educational Environment; Elementary Education; *Elementary Schools; High Risk Students; *Institutional Characteristics; Parent Attitudes; Principals; *Rural Schools; *School Culture; School Districts; *School Effectiveness; School Surveys; Teacher Attitudes
IDENTIFIERS- District School Relationship; Improving Americas Schools Act 1994 Title I; Virginia

A study examined factors related to effectiveness of rural Title I schoolwide programs by comparing two more-effective and two less-effective rural elementary schools--one in each of four Virginia districts. Effectiveness was determined by student achievement levels on standardized tests in comparison to the scores expected based on social and demographic characteristics. Schools were selected based on data that controlled for socioeconomic status, ethnicity, and attendance. Data gained from document analyses, site observations, and interviews with teachers, principals, district Title I coordinators, and parents indicate that more-effective schools had the following attributes: 1) the principal's leadership and attention to the quality of instruction; 2) a pervasive and broadly understood instructional focus; 3) an orderly, safe climate conducive to teaching and learning; 4) teacher behaviors that conveyed the expectation that all students would obtain at least minimum mastery; and 5) the use of measures of pupil achievement as the basis for program evaluation. Both of the more-effective schools were in districts that had a tradition of planning for continuous improvement and providing guidance and support for improvement efforts. Three tables depict characteristics of selected schools, class size, and factors examined in the four schools. (TD)

ED 438 994   RC 022 322

The Sudbury Valley School Experience. Third Edition.
PUB DATE- 92
NOTE- 241p.; With photographs by Michael Greenberg, Andrew Brilliant, and Carol Palmer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Environment; *Educational Philosophy; Educational Practices; Elementary Secondary Education; *Free Schools; Learner Controlled Instruction; Nontraditional Education; *Open Education; *Participative Decision Making; Private Schools; School Culture; Student School Relationship
IDENTIFIERS- *Sudbury Valley School MA

The Sudbury Valley School was founded in 1968 by a group of Massachusetts parents who felt that a child is a person, worthy of full respect as a human being. It was intended that a nurturing environment be created in which the children themselves chose what they wished to do and scheduled their time. Democracy was a cornerstone of the school's philosophy, and led to everyone at the school, without exception, having a voice in running the school. Accordingly, parent participation

Mitchell, Julia H.; Hawkins, Evelyn F.; Jakwerth, Pamela M.;
Stancavage, Frances B.; Dossey, John A.
Student Work and Teacher Practices in Mathematics.
PUB DATE- 99
NOTE- 408p.; For the 1996 NAEP Mathematics Report Card, see ED
405 223.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Research/Technical (143)
DESCRIPTORS- *Course Selection (Students); Elementary Secondary
Education; Grade 12; Grade 4; Grade 8; *Mathematics
Achievement; Mathematics Instruction; *National Competency
Tests; *Student Attitudes; Tables (Data); *Teaching Methods
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is mandated by the United States Congress to survey the educational accomplishments of U.S. students and monitor changes in those accomplishments. For more than 25 years, NAEP has assessed the educational achievement of 4th-, 8th-, and 12th-grade students in selected subject areas, making it the only nationally representative and continuing assessment of what U.S. students know and can do. NAEP assessments are based on content frameworks and specifications developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. The frameworks are designed to reflect a balance among the emphases suggested by current instructional efforts, curriculum reform, contemporary research, and desirable levels of achievement. In 1996, NAEP assessed the abilities of students in grades 4, 8, and 12 in the subjects of mathematics and science. The first release of results from the mathematics assessment appeared in the "NAEP 1996 Mathematics Report Card", a report designed to provide policymakers and the public with a broad view of student achievement. The current report, which provides a more detailed perspective on mathematics achievement and practices in 1996, is primarily for teachers, curriculum specialists, and school administrators. To illustrate what students know and can do, the report presents examples of student work in five different content strands of mathematics. Information on current instruction in mathematics classes, as reported by students and teachers, is also included. This report presents three types of information derived from the NAEP 1996 mathematics assessment: (1) information on what students know and can do in mathematics; (2) information on course-taking patterns and current classroom practices in this subject area; and (3) information on student attitudes toward mathematics. The first portion of this information is derived from an analysis of student performance on the actual assessment exercises. The latter two portions draw upon the questionnaires completed by the students who participated in the assessment and their mathematics teachers. The chapters on student work are organized around the five content strands assessed by NAEP: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. Discussion within these chapters also highlights students' proficiency on a number of cognitive skills that cut across the different content areas. These include conceptual understanding, procedural knowledge, and problem solving, as well as the ability to reason in mathematical situations, to communicate perceptions and conclusions drawn from a mathematical content, and to connect the mathematical nature of a situation with

Hitler (Adolf); *Holocaust; Hungary; Poland

This Holocaust curriculum project is designed for a 10th grade world cultures class that meets for 80 minutes per day during one semester. The students use selected primary sources including poems, diary excerpts, and a short novel written by victims and survivors of the Holocaust. They also examine profiles about the rescuers. Additional documentaries and films also may be integrated into the unit as time and resources permit. The curriculum project is divided into the following sections: (1) "Introduction"; (2) "Objectives"; (3) "Teaching Strategy"; (4) "Materials"; (5) "Questions"; (6) "Evaluation"; (7) "Appendix A: Selected Poems"; (8) "Appendix B: 'Learning about the Holocaust: A Resource Booklet for Students'" which also contains a Holocaust chronology; (9) "Appendix C: Diary Excerpt from the Lodz Ghetto"; (10) "Appendix D: Diary Excerpt written by Mary Berg"; (11) "Appendix E: Profile on Jan Karski"; (12) "Appendix F: Profile on Gustav Mikulai"; and (13) "Appendix G: Profile on Alex and Mela Rosen." (Contains 23 references.) (BT)

ED 439 036 SO 030 774

Hartley, William L.
The Holocaust in Hungary and Poland: Case Studies of Response to Genocide. Curriculum Project. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 39p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anti Semitism; Critical Thinking; *Ethics; *European History; Foreign Countries; High Schools; *Jews; *Nazism; World History; *World War II
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Holocaust; Hungary; Poland; Wallenberg (Raoul)

This curriculum project was designed primarily to be incorporated into a larger world history unit on the Holocaust and World War II. The project can be adapted for a lesson on 'situational ethics' for use in a philosophy class. The lesson requires students to examine a historical case and to write and discuss that particular case. The project's lesson aims to get students to examine critically such issues as "Man's inhumanity to man"; and "How could this happen?" These issues would be framed against the backdrop of the organized resistance to Nazi occupation that took place in the Warsaw Ghetto in the spring of 1943. The project is organized along the traditional lines of a lesson plan, and includes summary notes, questions to be answered both in writing and group discussion, as well as references to several general works on the Holocaust. (Contains 15 references of books and videos.) (BT)

ED 439 037 SO 030 775

Radkey, Janet
Teaching about Hungarian and Polish Heroes. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Economics Education; Elementary Secondary Education; Geography Instruction; Global Approach; Higher Education; History Instruction; Instructional Innovation; *Internet; *Social Studies; *Student Motivation; Teacher Education
IDENTIFIERS- Global Issues; *Technology Integration

The Internet makes available an unparalleled, and seemingly unlimited, repository of resources and ideas for social studies teachers. This book provides guidance and explores how the Internet can become an essential element in a teacher's repertoire of tools for engaging students in social studies curriculum. Chapters in the book are: (1) "Effective Internet Searching" (Barbara Brehm); (2) "The Webmaster's Tale" (Tim Dugan); (3) "The Classroom Website" (Timothy A. Keiper and Linda Bennett); (4) "Teaching History" (C. Frederick Risinger); (5) "The Virtual Tour" (Eileen Giuffre Cotton); (6) "Teaching Geography" (Cheryl L. Mason and Marsha Alibrandi); (7) "Creating Teledemocracy" (Bruce Larson and Timothy A. Keiper); (8) "Civic Education" (Bruce Larson and Angie Harwood); (9) "Economics Education" (Lawrence A. Weiser and Mark C. Schug); (10) "Global Education" (Bob Coulson and Alma Vallisneri); (11) "Global Issues" (Gregory A. Levitt); (12) "Art-Based Resources" (David B. Williams); (13) "Multiculturalism and the Internet" (Deborah A. Byrnes and Grace Huerta); (14) "Teacher Education" (D. Mark Myers); (15) "Problem-Based Learning" (Anthony W. Lorsbach and Fred Basolo, Jr.); (16) "Citizenship Projects" (John W. Saye and John D. Hoge); (17) "Civic-Moral Development" (Joseph A. Braun, Jr.); (18) "Safe Web Exploration" (Michael Berson and Eileen Berson); and (19) "Assessment" (Pat Nickell). (Each chapter contains references.) (BT)

ED 439 059 SO 031 383

Cooper, Ann E.
Using Historic Roots: A Teacher's Guide.
PUB DATE- 96
NOTE- 12p.; Publication of this document made possible by grants from the Vermont Community Foundation, the Vermont Council on the Humanities, and the Vermont Historical Society. The journal, Historic Roots, is published three times a year at a subscription price of $16.50 for a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Built Environment; Elementary Secondary Education; Experiential Learning; Family History; Genealogy; Heritage Education; *Local History; Material Culture; Primary Sources; Social Studies; *State History
IDENTIFIERS- Historical Research; *Vermont

This guide was designed, in form and content, with adults in mind, but anyone can use it to study Vermont history as a living subject that includes, affects, and involves everyone. The guide aims to stimulate historical awareness, develop readers' interest in the past and the present, and make them aware of their interaction in the processes of continuity and change using the journal, "Historic Roots," as a place to start an exploration of the past. Teachers can use this guide to enhance their students' sense of connection, and perhaps to stimulate their search for more knowledge about what has come before. Seeing history as the context within which individuals live their lives can help students open their minds to new information and new perspectives, developing analytical and article contains references.) (BT)

ED 439 078 SO 031 631

Haynes, Charles C.
Teaching about Religion in American Life: A First Amendment Guide.
SPONS. AGENCY- Freedom Forum, Arlington, VA.
PUB DATE- 98
NOTE- 22p.; Seventeen volume series, "Religion in American Life," is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Elementary Secondary Education; *Public Schools; *Religion; *Religion Studies; Social Studies; United States History
IDENTIFIERS- *First Amendment; *Religious Freedom; Religious Practices

A new consensus supported by the leadership of many religious and educational organizations sees the study of religion as essential if students are to be educated about the history and culture of the United States. This teaching guide is designed to accompany the 17-volume series, "Religion in American Life," aimed at young adults and general readers. The guide introduces the series and suggests how it may be used in the classroom in ways that are both constitutionally permissible and educationally sound. After introductory material about the series, the guide is divided into the following sections: (1) "The Civic and Constitutional Frameworks"; (2) "The New Consensus on Teaching about Religion"; (3) "Textbooks and Standards"; (4) "How To Teach about Religion"; (5) "Using Religion in American Life"; (6) "Opportunities for Teacher Education"; and (7) "Resources and Programs." More information about the "Religion in American Life" series and about the First Amendment Center concludes the guide. (BT)

ED 439 079 SO 031 643

La Porte, Angela M.
Building Community through Intergenerational Art Education.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the National Art Education Association (Washington, DC, March 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *After School Programs; *Art Activities; *Art Education; Ethnography; High Schools; *Intergenerational Programs; Oral History; Participant Observation; Social Services
IDENTIFIERS- Community Ties; *Dialogic Communication; Intergenerational Analysis; *Intergenerational Relationship; New York (East Harlem)

This paper identifies the building of community during an ethnographic study of an intergenerational art education program in Harlem, New York City. The study examined intergenerational interactions between seniors and teenagers during their participation in an afterschool art program. Seniors were chosen from a list of 100 persons registered for Meals-on-Wheels, and teenagers chosen were primarily from the same neighborhood. The research described, analyzed, and

IDENTIFIERS- *Learning Communities
This guide helps schools think about how effectively they ensure that all families in the community are welcomed into school efforts. It features four sections highlighting areas that are important when considering all families in school improvement efforts. Each section contains examples from schools which are doing well, items to respond to, and questions to consider when evaluating how well the school is doing. An introduction explains the importance of school inclusiveness. Section 1, "'Community' Means Valuing Everyone's Contribution," explains that families are important in making schools successful places for learning, and if any family is missing, then the school community is diminished. Section 2, "Keeping the Lines of Communication Open," notes the importance of ongoing communication that respects each family and is responsive to the needs of the community. Section 3, "Making Decisions to Improve the Learning of All Students," explains the need for diverse and representative decision-making groups. Section 4, "Evaluation: Taking the Temperature of the School," discusses the need for evaluating how well each student is doing and how each student and family feels about the school experience. Each section contains a score card for evaluating the school's effectiveness in becoming an inclusive learning environment. (SM)

ED 439 099   SP 039 049

Wald, Penelope J., Ed.; Castleberry, Michael S., Ed.
Educators as Learners: Creating a Professional Learning Community in Your School.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; George Washington Univ., Washington, DC.; Fairfax County Schools, VA.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Learning; *Collegiality; Cooperative Learning; Educational Change; Educational Improvement; Elementary Secondary Education; *Faculty Development; Family School Relationship; Interpersonal Communication; *Teacher Improvement; Teachers; Teamwork
IDENTIFIERS- *Learning Communities
This monograph describes a professional development model that supports educators and families in learning and growing together. It offers a theoretical framework and practical guidance for renewing the capacity of schools to produce positive results for all children. It embraces principles of collegiality, inquiry, learning, and community. Part 1, "Cornerstones," discusses concepts, assumptions, and leadership qualities of an effective school-based staff development model. Part 2, "Process," presents case studies and activities that show how to build professional learning communities. It describes strategies to help teams engage in meaningful dialogue and discovery. It also focuses on the identity of the learning community, the collaborative learning process, the capacity to learn. Part 3, "Tools for Learning," offers practical, field-tested staff development tools that complement the process of building school-based professional learning communities. These tools include: force field analysis;

made from wheat belong to the bread, cereal, rice, and pasta food group at the base of the Food Guide Pyramid. Americans need to eat 6-11 servings of these foods per day. Wheat foods provide complex carbohydrates for energy, B-vitamins, fiber, protein, and iron, as well as fiber, minerals, and vitamins. They tend to be low in fat. This publication includes: a list of wheat vocabulary words; a map of wheat growing states; a list of common wheat foods; a description of the life of the wheat kernel; a drawing of the wheat kernel; an explanation of why wheat is a healthy food; a description of the food guide pyramid and how wheat foods fit into it; a personal Food Guide Planner; and a pyramid word search. (SM)

ED 439 119 SP 039 078

Lifetime Health and Fitness. A Curriculum for Physical Education.
PUB DATE- 99
NOTE- 445p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Child Development; Child Health; Curriculum Development; Educational Technology; Elementary Secondary Education; Health Behavior; Health Promotion; Interpersonal Competence; Life Style; National Standards; Physical Activities; Physical Development; *Physical Education; *Physical Fitness; Psychomotor Skills; State Curriculum Guides; State Standards

This document provides a framework by which Oklahoma local school districts can develop their curriculum for physical education. Designed for grades K-12, it offers a foundation for appropriate physical education practices linked to the Priority Academic Student Skills (PASS) national standards and benchmarks for each of three goals: motor skill and lifetime activity; health-enhancing activity development; and personal and social skill development. The curriculum is based on developmentally appropriate practices in curriculum content and instruction, with a special emphasis on assessment at each grade level, as well as ideas for use of technology in the physical education setting. The suggested activities and subject integration areas represent a sample of developmentally appropriate activities aligned with each specific goal at each of the different grade levels. For each grade level, the document presents suggested activities and an assessment checklist related to the three goal areas. (SM)

ED 439 120 SP 039 079

Bread in a Bag. Teacher's Packet. Revised Edition.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Health; Comprehensive School Health Education; Cooking Instruction; Dietetics; *Eating Habits; Elementary Education; Experiential Learning; Farmers; *Foods Instruction; Health Promotion; *Nutrition Instruction
IDENTIFIERS- *Breads; Wheat

This unit is designed to familiarize students in grades 3-6 with wheat production; teach them the nutritional value of wheat products and their role in a well-balanced diet; and give them "family." The report demonstrates how four different exemplary schools took on the question of "What is it we need to do?" and formed a shared vision through their dedication to students, staff, faculty, and school. (SLD)

ED 439 139 TM 030 673

Borko, Hilda; Elliott, Rebekah; Uchiyama, Kay
Professional Development: A Key to Kentucky's Reform Effort.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational Change; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Instructional Leadership; *Rural Schools; *State Programs
IDENTIFIERS- Exemplary Schools; Kentucky; *Kentucky Education Reform Act 1990

This paper describes the Kentucky Department of Education's (KDE's) multi-faceted approach to professional development and provides evidence for its impact on schools' achievement of the Kentucky Education Reform Act (KERA) goals. Data are drawn from the exemplary case study component of a larger research project. Many Kentucky school districts are located in remote rural areas, accessible only by mountain roads. To reach these districts, the KDE relied on a system of nine regional service centers that provided a wide variety of services to districts, schools, and individual teachers. To supplement the work of these centers, KDE developed materials and activities specifically designed to meet the emerging needs of teachers as they worked to achieve KERA goals. All four case study schools exhibited a strong commitment to professional development. They used professional development resources to enhance their instructional programs in areas explicitly connected to KERA, such as curriculum alignment and development of materials and activities keyed to the core content standards. Teachers at each school served in leadership roles in the KDE Division of Portfolio Initiatives professional development activities. Using state resources and opportunities, these schools created extensive professional development programs to suit the specific needs of their teachers and students. Recommendations are given for approaches to professional development that seem to hold promise for facilitating statewide standards-based educational reform efforts. (Contains 11 references.) (SLD)

ED 439 140 TM 030 674

Tobias, Robert; Miller, Ron
The Relationship between Accountability, Measurement Scale, and Grade Inflation in School Quality Review Ratings.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards;

Development; *Remedial Instruction; Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title I
The focus on schoolwide reform that grew from the failure of traditional Title I programs to raise student achievement overlooks one of the few effective Title I programs, the private remedial education partnership. Since the early 1900s, some public schools have begun relying on private remedial education companies, such as Sylvan Learning Systems and Kaplan Learning Services to serve disadvantaged students. Evaluation has demonstrated impressive results for Sylvan students in such programs. The success of these programs is due to a number of factors, including: (1) professional development and teacher training; (2) instructional guarantees; (3) a collaborative relationship with school staff; (4) use of extensive student assessment and a student-achievement profile for each student; (5) initial diagnostic testing for new students; and (6) parental involvement throughout the process. The successful private remedial education programs illustrate the desirability of making individual students the centerpiece of Title I. The cornerstones of these programs are assessment and teacher training and quality. The currently configured reauthorization of Title I may not explicitly encourage private remedial-education pilot projects, public schools have the flexibility to experiment with different types of Title I programs and may be able to make successful arrangements with private contractors that meet federal standards while focusing on the individual student. (SLD)

ED 439 162 UD 033 356

Horowitz, Robert
From Service Provider to Partnership: A Manual for Planning, Developing, and Implementing Collaborations with the New York City Public Schools.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; New York State Council on the Arts, New York.
PUB DATE- 98
NOTE- 53p.; Photos may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Cooperation; *Delivery Systems; *Partnerships in Education; *Program Development; Public Schools; School Business Relationship; *Urban Schools
IDENTIFIERS- *New York City Board of Education
This guide is designed to help art education providers develop sustained arts education partnerships in the New York City schools. Although the manual is written primarily for cultural and community organizations, it contains much useful information for school-based educators. In contrast to a service provider model, a partnership model requires greater commitment from the organization, with a sharing of responsibilities. Each manual chapter describes a successive stage in partnership planning and implementation. Following the introduction in chapter 1, chapter 2 describes the initial conceptualization of what a community or cultural organization can bring to a partnership. Chapter 3 identifies key components of initial planning, and chapter 4 describes more formal partnership planning. Partnership implementation and strategies for sustaining the partnership are covered in chapter 5. (SLD)

Environment," "Family Values and Morality in Social Relations," and "The System of Multiple Social Integration." Section 4, "Acculturation and its Variants: Key Aspects of School Adaptation," focuses on "Language," "Bicultural Conflicts between Home and School," "Gender Roles," and "Ethnic Involvement." A concluding section discusses "Practical Implications and Recommendations." (Contains 115 references.) (SM)

ED 439 181 UD 033 391

A National Action Plan on School Violence and Kids from 2:00 to 8:00 PM. Proposals Adopted at the National Summit by Mayors, Police Chiefs, Educators, Students, Arts, Parks and Recreation Officials, Health Experts, and Representatives from the News Media and Entertainment Industry (Salt Lake City, Utah, September 24, 1998).
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Film Industry; *Latchkey Children; *Mass Media; News Reporting; Parent Participation; *School Safety; *Television Viewing; *Violence
IDENTIFIERS- *Entertainment

In an emergency response to the recent spree of school shootings, a group of experts came together to draft a national action plan on school violence and children. Participants included: almost 60 members of the U.S. Conference of Mayors Leadership; several mayors from communities which had recently experienced school shootings; police chiefs; elected representatives from the National Education Association, American Federation of Teachers, and the National Parent/Teacher Association; students; top health, parks and recreation, and arts officials; representatives from the entertainment industry and news media; and other national experts on youth violence. In addition to the recent shootings, the summit highlighted alarming statistics regarding youth violence in American cities. This report presents statistics on the following: school violence; what children do from 2:00 to 8:00 pm; youth violence and the news media; and youth violence and the entertainment industry. It offers suggestions for improvement in each of the four areas. (SM)

ED 439 182 UD 033 392

Bernstein, Jared; McNichol, Elizabeth C.; Mishel, Lawrence; Zahradnik, Robert
Pulling Apart: A State-by-State Analysis of Income Trends.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Federal Government; *Low Income; *Lower Class; *Middle Class; Poverty; Public Policy; State Government; Taxes;

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Robert Wood Johnson Foundation, New Brunswick, NJ.; Weingart Foundation, Los Angeles, CA.; Health Research and Educational Fund of New Jersey, Princeton, NJ.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY. Education and Research Div.
PUB DATE- 98
NOTE- 31p.; Additional support from the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Day Care; Federal Legislation; Program Development; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Welfare Reform

As part of the Assessing the New Federalism project, this report describes the child care assistance system in place just before the implementation of the Personal Responsibility and Work opportunity Reconciliation Act of 1996 (PRWORA) and provides some early indications of how states will use the increased freedom of the Child Care and Development Grant to develop new systems of assistance. The report begins with an overview of changes in the federal child care programs under PRWORA and the implications of these changes for the states. It then outlines the opportunities for states to improve the administration of child care assistance, the choices that states now have in program design, and the interaction and possibilities for collaboration between child care and early childhood education assistance programs. In spite of the increased investment in child care under the PRWORA, there is a great deal of uncertainty among state officials about the long-run adequacy of federal and state funding levels. Most of the 13 states studied have made relatively few changes in their child care programs. The exception is Wisconsin, which has established a universal child care program that serves all eligible families seeking assistance. The challenge in each of the states is to provide enough child care to meet the demands of welfare reform while continuing to serve nonwelfare working poor families. In contrast to the limited changes to program design, the study states have made more significant changes in the administration of child care assistance. (Contains 6 tables and 24 endnotes.) (SLD)

ED 439 202 UD 033 423

Stephens, Ronald D.; Arnette, June Lane
From the Courthouse to the Schoolhouse: Making Successful Transitions. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Correctional Education; Counseling; *Juvenile Justice; *Prisoners; *Reentry Students; Secondary Education; *Transitional Programs; Young Adults

York, NY.
PUB DATE- 98
NOTE- 51p.; Published semi-annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development; *Adolescents; Birth; Birth Rate; Contraception; Early Parenthood; *Family Planning; Foreign Countries; Health Promotion; Pregnancy; Puberty; Reproduction (Biology); *Sex Education; *Sexuality; *Well Being; Youth Problems
IDENTIFIERS- *Asia Pacific Region; Sex Knowledge; Sexual Attitudes; Sexual Relationships

This document comprises two issues of a new UNESCO newsletter addressing topics related to adolescent well-being in the Asia-Pacific region, particularly reproductive and sexual health. Both issues contain news from the region on various initiatives related to adolescent health and education, as well as Web links and publications on the subject. Each issue also contains a feature addressing program guidelines. June's feature is "What Makes Sex Education Programmes Succeed," while December's feature is "Effective and Ineffective School-Based Sex and HIV/AIDS Education Programmes." Countries covered in the issues include Bangladesh, Cambodia, China, India, Indonesia, the Pacific Islands, Pakistan, Philippines, Thailand, Vietnam, Bhutan, Maldives, Nepal, and Sri Lanka. The brief articles provide various statistics, program descriptions, guidelines, concerns, and recommendations related to improving adolescent reproductive health and general well-being in this region. (EU)

ED 438 921 PS 028 339

Gilman, Elizabeth; Collins, Ann
Better Strategies for Babies: Strengthening the Caregivers and Families of Infants and Toddlers. Children and Welfare Reform Issue Brief 7.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Community Programs; Day Care; Economically Disadvantaged; Employed Parents; Family Needs; *Family Programs; *Infant Care; *Infants; Low Income Groups; Parent Child Relationship; Poverty; Program Descriptions; *Toddlers; Welfare Recipients; *Welfare Services; Well Being
IDENTIFIERS- Child Care Needs; Day Care Quality; *Family Resource and Support Programs; Family Support; *Welfare Reform

This issue brief explores emerging efforts to meet the needs of infants and toddlers in low-income families. It highlights general strategies that states and localities can use to promote the healthy development of infants and toddlers in the context of promoting parental economic self-sufficiency. These strategies are illustrated with examples of state and local policies, programs, and partnerships that address access and quality issues related to infant and toddler care, stimulate strong and nurturing parent-child relationships, and also support low-income parents with very young children who are in or moving into the workforce. The brief concludes by providing a framework for initiatives addressing the needs of infants and integrates ethnic content to the regular curriculum by adding content, concepts, themes, and perspectives without changing the basic structure, purposes, and characteristics. The transformation approach challenges the basic assumptions of the curriculum and infuses various perspectives and content from various groups. Participating in this study were 5 second-grade students selected from a class of 27 based on their low level of sensitivity to the physically challenged. Six lesson plans designed to increase awareness of children with special needs were implemented over a 2-week period. Three lessons used an additive approach, integrating books, poetry, and pictures into the curriculum; three used the transformation approach involving activities interacting with physically challenged special education students. Changes in children's sensitivity were based on pre- and post-intervention questionnaires. Findings suggested that the lessons using the additive approach produced minimal change toward a more positive view of physically challenged students. The transformation approach produced more positive responses in the post-intervention measure than did the additive approach. (KB)

ED 438 939 PS 028 370

Trends in the Well-Being of America's Children and Youth, 1997.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 300p.; For 1996 edition, see ED 402 077. Project Director was Brett Brown.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adolescents; Child Abuse; Child Health; Child Neglect; Child Support; *Child Welfare; *Children; Crime; Day Care; *Demography; Dropout Rate; Employment Patterns; Ethnic Groups; Family Income; Family Structure; Health Insurance; Housing; Immunization Programs; *Incidence; Infant Mortality; Mortality Rate; Obesity; Peer Relationship; Physical Health; Poverty; Prenatal Care; Religious Factors; Sexuality; Social Indicators; Substance Abuse; Suicide; Tables (Data); Television Viewing; Trend Analysis; Violence; Youth Problems
IDENTIFIERS- *Indicators

This is the second edition of an annual report on trends in the well-being of America's children and youth. Presented in five sections, the report describes national trends for over 80 indicators of the well-being of children and youth, based on data collected by the federal government. The information provided for each indicator includes one or more tables documenting recent historical trends and important population sub-group differences, graphics to highlight key trends and group contrasts, and accompanying text that describes the importance of each indicator and highlights the most salient features of the data. The indicators are grouped into five substantive areas: (1) population, family, and neighborhood; (2) economic security; (3) health conditions and health care; (4) social development, behavioral health, and teen fertility; and (5) education and achievement. (KB)

ED 438 940 PS 028 371

Trends in the Well-Being of America's Children and Youth, 1998.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and

Noting that the early adolescent years may be likened to a roller coaster, often unpredictable but exciting and filled with possibility, this book is designed as a survival guide for students in grades 6 through 9 and addresses questions about the new choices and challenges ahead. The seven chapters or "survival tips" are: (1) "Get Used to Your Changing Body," examining puberty and health care; (2) "Like the Skin You're In," focusing on self-esteem and personal appearance; (3) "Understand Your Feelings," which deals with identifying one's emotions, embarrassment, coping with stress, fears, anger, sadness, grief, and helping friends with their feelings; (4) "Connect with Your Family," concerning relationships with parents and siblings, and divorce; (5) "Find, Make, and Keep Friends," dealing with friendship, cliques, middle school groups, bullies, peer pressure, violence, and romantic relationships; (6) "Make the Most of School," discussing the differences between elementary and middle school, and relationships with teachers, cognitive changes, creativity, study skills, successful school projects, report preparation, learning styles and difficulties, extracurricular activities, and preparing for high school and beyond; and (7) "Take Charge of Your Life," focusing on decision making, substance abuse, risk taking, time and money management, hobbies, volunteering, seeking role models and mentors, and considering the future. (KB)

ED 438 958   PS 028 408

Johnson, Laura C.; Mathien, Julie
Early Childhood Services for Kindergarten-Age Children in Four
  Canadian Provinces: Scope, Nature and Models for the Future.
SPONS. AGENCY- Human Resources Development Canada, Ottawa
  (Ontario).
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; *Day Care; Family Needs; Foreign
  Countries; *Kindergarten; *Kindergarten Children; Models;
  Observation; Parent Attitudes; *Primary Education; Program
  Descriptions; Public Policy; Teacher Attitudes; Trend Analysis
IDENTIFIERS- Canada; Caregiver Attitudes

The Early Years Project investigated early childhood education programs for kindergarten-age children in the Canadian provinces of New Brunswick, Quebec, Ontario, and Alberta. This study combined quantitative and qualitative data to: (1) document changes in kindergarten and child care and their impact since 1990; (2) investigate how kindergarten and child care could combine to meet children's and families' needs; (3) compare and contrast kindergarten and child care services; and (4) obtain views of parents, teachers, child care staff, and key informants on current early childhood education and prospects for the future. Data were collected by means of surveys, personal interviews, focus groups, and program observations. From the findings, profiles were developed describing recent changes and the current environment for kindergarten and child care in each province. The findings indicated that most parents supported an integrated early childhood program providing a combination of full-day, year-round care and education through the school system, with teachers and child care staff less enthusiastic. The majority of kindergarten and child care programs observed received acceptable to very good scores with regard to program quality, include more equal communication between secondary teachers and students and better cooperation between primary and secondary schools. Communities should reconsider whether to close small rural schools because the resulting extended transportation time results in unequal opportunities to cope with secondary school. (Contains 27 references.) (TD)

ED 438 976 RC 022 243

Cleary, Ray
"The Old Bush School": Research, Teaching and Learning Need Management To Make Connections in Adult Education.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) (28th, Exeter, England, July 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Adult Education; *Educational Administration; Financial Exigency; Foreign Countries; *Leadership Qualities; Management Teams; *Organizational Effectiveness; *Rural Education
IDENTIFIERS- *Australia (New South Wales)

A study examined how coordinators and management committees successfully manage adult education agencies in rural New South Wales (Australia) during periods of adverse economic conditions. The harsh economic background consisted of economic recession combined with a crippling drought, which led to fewer course enrollments and, therefore, decreased agency income. Individuals were interviewed from four rural adult education agencies, two deemed successful and two deemed marginal or nonsuccessful in their management. Data concerning the nature of the coordinator's administrative function in a successful adult education agency revealed that in regard to leadership, successful coordinators displayed more vigor and direction in their leadership qualities, displayed a more entrepreneurial spirit, had a more intuitive grasp of their field, and were more people oriented. Successful coordinators also possessed good communication skills and some degree of financial, economic, and personnel management skills. Concerning the nature of the management committee's administrative function in a successful adult education agency, three different functions were found: strong leadership provided by the chairperson; active recruitment of new members; and the seeking out of innovation and development. Data concerning the working relationship between the coordinator and the management committee in the successful adult education agency revealed two administrative requirements: an effective partnership between coordinator and management committee in the form of trust, cooperation and teamwork; and a parity of esteem between committee and coordinator rather than passive subordination. (Contains 11 references.) (TD)

ED 438 977 RC 022 273

Carter, Carolyn S.; Keyes, Marian; Kusimo, Patricia S.; Lunsford, Crystal
UnCommon Knowledge: Projects That Help Middle-School-Age Youth Discover the Science and Mathematics in Everyday Life. Volume One: Hands-On Science Projects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington,

was built into the school structure. Put together in response to requests for background material on the school, this book is a collection of essays discussing various aspects of the school's educational philosophy and vignettes illustrating its atmosphere. The 29 essays address issues such as back to basics, how and what children learn at Sudbury, what children do not learn at Sudbury, learning to trust oneself, reverence for life, the art of doing nothing, mixed-age grouping, how the school is governed, school meetings, myths about democracy, teaching justice through experience, discipline, the nature of sports at Sudbury, and being true to oneself. (TD)

ED 438 995   RC 022 323

Greenberg, Daniel; Sadofsky, Mimsy
Legacy of Trust: Life after the Sudbury Valley School Experience.
PUB DATE- 92
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Experience; Educational Quality; Elementary Secondary Education; Free Schools; Graduate Surveys; *High School Graduates; *Nontraditional Education; Open Education; *Outcomes of Education; Private Schools; School Attitudes; *Student School Relationship
IDENTIFIERS- *Sudbury Valley School MA

The Sudbury Valley School is a nontraditional private school founded in 1968 as a place where each student could be trusted fully to make every decision about how to grow into an adult. This book describes a study conducted in 1991 to determine what became of Sudbury students after they left. Questionnaires and interviews were used to gather data from 188 former Sudbury students who were grouped by amount of time spent at Sudbury. Students were divided into four groups: those who attended Sudbury for their entire school lives; those who spent a major portion of their school lives, including their high school years, at Sudbury; those enrolled at Sudbury for their high school years only; and those who finished their schooling elsewhere. A section on each group contains personal perspectives and extensive demographic information, including occupations, further formal education, and travel experiences. The final section of the book compares groups, summarizes findings, and offers some final thoughts. Data show that Sudbury students engaged in a wide variety of occupations, including management, teaching, the trades, and the arts; 87 percent of Sudbury students attended postsecondary schools; and 39 percent received college degrees, indicating that Sudbury students enjoy the full range of life choices available to other young people. Appendices include the questionnaire and three earlier studies of former Sudbury students. (TD)

ED 438 996   RC 022 325

Ritter, Gladine G., Comp.
Oregon Directory of American Indian Resources, 1999-2001.
PUB DATE- 00
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indian Education; American Indian Reservations; *American Indians; Elementary Secondary

related mathematical knowledge and information gained from other disciplines or through observation. (ASK)

ED 430 014   SE 063 237

Clements, M. A.; Ellerton, Nerida F.
Mathematics Education Research: Past, Present and Future.
PUB DATE- 96
NOTE- 256p.; A publication of UNESCO/Bangkok's Asia-Pacific Center of Educational Innovation for Development (ACEID) division.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Foreign Countries; *Mathematics Education; *Research Needs; Research Opportunities
IDENTIFIERS- *Asia Pacific Region

As countries in the vast Asia-Pacific region seek to re-engineer their education systems in order to cope with the rapid pace of economic and social change, an area of the school curriculum that is attracting increasing special attention is that of mathematics education. The work in this book identifies key issues regarding mathematics education in different parts of the world and considers whether these issues have implications for the future of mathematics education in the Asia-Pacific region. The assumptions, methods, and values that underpin contemporary mathematics education research are questioned, and important gaps in contemporary mathematics literature that need to be addressed are identified. (Contains 587 references.) (ASK)

ED 430 015   SE 063 238

Walter, Howard Maurice
An Investigation into the Affective Profiles of Girls from Single-Sex and Co-Educational Schools, as They Relate to the Learning of Mathematics.
PUB DATE- 97
NOTE- 137p.; M.Ed., University of Exeter. Colored graphs may not photograph well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Behavior; *Coeducation; Elementary Secondary Education; *Females; *Mathematics Education; *Single Sex Schools; Student Attitudes

Central to this dissertation is an attempt to investigate whether or not a single-sex environment has a positive impact upon girls' attitudes and beliefs, as they pertain to the learning of mathematics. All learners of mathematics are enveloped by the social practices pertaining to both mathematics and society at large. Underlying these social practices are a multiplicity of environmental and learner-related variables that may result in a differential and discriminatory experience for girls. Each of these variables has to be identified, understood, and acted upon in an attempt to combat these discriminatory forces. This dissertation focuses on one major component of the learner-related domain--that of affect. Based upon existing research and theoretical analyses, this study attempts to identify important affective variables and the role that they play in the learning of mathematics. An investigation into these affective components, as they pertain to girls educated in a single-sex and in a co-educational environment in Bermuda, has

NOTE- 20p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Cultural Context; *European History; Foreign Countries; High Schools; Social Studies; Thematic Approach
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Heroes; *Hungary; *Poland

This curriculum project about the history and culture of Hungary and Poland is intended for secondary school students. The project features a unit called "Heroes in Our Lives" and points out the sacrifices a few individuals have made for the betterment of all. Students identify heroes and learn about the impact these heroes have made on history and on society. Hungarian heroes discussed in the unit are: King Stephen I, Imre Nagy, Ferenc Rakoczi, and Louis Kossuth. Polish heroes discussed are: J. Pitsudski, Tadeusz Kosciuszko, Janusz Korczak, Pope John Paul II, and Lech Walesa; other heroes discussed are Raoul Wallenberg, the 1956 Hungarian Freedom Fighters, and the Solidarity Workers. Teaching methods for the unit include lecture and discussion, a slide presentation on heroic sites, selected readings, poetry, group activities, and an essay accompanied by an oral presentation on heroes in society and heroes in each individual's life. (BT)

ED 439 038 SO 030 776

Behr, Michelle
Recent Trends in Fertility and Mortality in Hungary: A Curriculum Unit. Fulbright-Hays Summer Seminars Abroad Program, 1998 (Hungary/Poland).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 29p.; For other projects from the 1998 Hungary/Poland program, see SO 030 773-781.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Placement; *Birth Rate; *Death; Demography; Foreign Countries; High Schools; Higher Education; Introductory Courses; *Mortality Rate; *Population Trends; Social Studies; *Trend Analysis
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Hungary

This curriculum unit, suitable for advanced placement high school courses or introductory level college courses, explores Hungarian fertility and mortality rates and their social and economic consequences. Students are required to map, graph, analyze, and summarize demographic data to examine population trends in Hungary in the post-World War 2 era. Noting that developed countries have different population issues than those in less developed countries, the unit points out that Hungary is a nation in which mortality exceeds fertility. The unit cites Bulgaria, Estonia, Croatia, Lithuania, Germany, Italy, Romania, and the Ukraine as other nations in which the population has fallen in the 1990s. The unit is divided into the following parts: (1) "Comparing Birth and Death Rates for Central and Eastern European Nations, 1998"; (2) "Hungary's Historical Demographic Experience, 1946-1998"; and (3) "Age practical skills as they explore their own connections to past and present. Activities in the guide are organized into three sections: (1) "Bringing the Past into the Present"; (2) "Using Maps and Graphics to Make History Live"; and (3) "Thinking about History." All of the guide's activities contain some of the same elements, all use different skills, but there should be some kind of reinforcement, through written assignments, discussion, or drawing to involve students. Some of the guide's activities can be done in the classroom; for others, where practical, the teacher may want to suggest a field trip to sites of interest or the local library. (BT)

ED 439 060 SO 031 428

Ludgate, Kathleen
Viva La Revolucion! "La Revolucion No Ha Terminado." Teaching the Mexican Revolution across the Curriculum. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
PUB DATE- 99
NOTE- 18p.; Curriculum Project presented at the Annual Meeting of the Washington State Council for the Social Studies (October 9, 1999). The first page of the original document is copyrighted and, therefore, not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Area Studies; Curriculum Enrichment; Foreign Countries; High Schools; *Interdisciplinary Approach; *Latin American History; *Social Action; Social Studies; State Standards; United States History
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexican Revolution; *Mexico; Washington

This presentation features materials for teaching about the Mexican Revolution: 1910-1940. The presentation is divided into four broad sections. The first section, "Why Teach the Mexican Revolution?" furnishes a rationale for teaching a course about a revolution that took place much closer to home than the Russian or Chinese Revolutions. The second section, "How Can the Mexican Revolution Lend Itself to Cross-Curricular Enrichment?" contains examples of curriculum enhancement using selections from literature, journalism, drama, art, music and dance, Spanish, technology, science, and mathematics. The third section, "Sample Unit with Connections to State and District Standards," outlines a 3-week unit of study that constitutes a major focus for a U.S. history course. The fourth section, "Resources," details historical references, historical fiction, videos (in both English and Spanish), and Internet sites. Attached are three Washington State Essential Learning Standards with performance indicators, components, and benchmarks for grade 10. (Contains 38 references.) (BT)

ED 439 061 SO 031 437

Baker, Reid E., Ed.
Learning about Our World: Germany. Volume 1: Elementary School.
SPONS. AGENCY- Michigan State Dept. of Education, Detroit.; Indiana State Dept. of Education, Indianapolis.; Goethe Inst., Chicago, IL.
PUB DATE- 93
NOTE- 159p.; "Grant from the Foreign Office of the Federal Republic of Germany, and the Ministry of Education of the German State of Northhrine-Westphalia.

interpreted interactions between the young students and older participants during the programs three components: oral history, art making, and social service. All activities contributed to the formation of relationships between teens and seniors. Collecting oral histories and making art works intensified the exchange of personal history and culture, reduced age-related stereotypes, and empowered young and older participants. Intergenerational exchanges during art making provided a relaxed, unintimidating setting, and art training became more focused and meaningful when older adults were present. Interactions between teenagers and seniors during the intergenerational art program built community through a dialogic process including both educational and social implications. Community within the context of the study included a body of people who developed mutual respect and understanding for one another and participated freely in dialogue among different ethnicities, ages, and genders. (Author/BT)

ED 439 080 SO 031 649

Lesko, Wendy Schaetzel; Tsourounis, Emanuel, II
Youth! The 26% Solution. First Edition.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; Case Studies; *Civil Liberties; Elementary Secondary Education; Local Issues; Political Influences; *Social Action; Social Change; Social Studies; *Youth; *Youth Leaders
IDENTIFIERS- *Youth Participation; Youth Service

According to the U.S. Census Bureau, 68 million people in the United States are under the age of 18. That's 26% of the population, who participate in school and community activities, spend more than $150 billion a year, and care about the world in which they live. However, that's also 26% of the population who cannot vote and who are supposed to be seen and not heard, making for a resounding 100% of the future who have not been encouraged to exercise leadership today. Youth want to participate and more adults recognize that the long tradition of making decisions for youth without youth has failed. This book reveals how many young people with firsthand knowledge of many of today's problems can succeed at getting decision-makers, from school principals to state senators, to respond to their ideas for change. The book recounts dozens of true stories that show how young activists at any age can put their passion into action. After an introduction, the book is divided into the following chapters: (1) "Preparing to Act Up"; (2) "From Dreaming to Doing"; (3) "It's Your Freedom, It's Your Right"; (4) "Strategies for Influencing Decision-Makers"; and (5) "Keep Plugging Away." (BT)

ED 439 081 SO 031 650

Henrickson, Leslie
Comparative Education: Globalization and Its Discontents.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English

probable and preferred future; affinity; open space; think, pair, share; communication norms for collaborative groups; left-hand column; the pyramid; ground rules; and communication patterns. A glossary of terms is included. (Contains 73 references.) (SM)

ED 439 100   SP 039 050

Wachter, Joanne C.
Getting a Job in Teaching.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Employment Interviews; Job Applicants; *Job Application; *Job Search Methods; *Personnel Selection; *Portfolios (Background Materials); *Resumes (Personal); Teaching (Occupation)

This book is designed to help education students, recent graduates, and experienced teachers attain new teaching positions. Chapter 1, "The Right Job," discusses the process of deciding what kind of job best suits the job seeker's talents and preferences. The chapter highlights exploring important aspects of the job, such as education philosophies, teaching styles, administrative styles, and target locations. It also discusses job prospecting techniques. Chapter 2, "How Schools Hire Teachers," helps job seekers match who they are and what they want in the right job. It guides them through the complex hiring process that most districts use. Tips are presented for preparing applications and getting ready for interviews. Chapter 3, "Preparing a Resume and a Portfolio," outlines a resume and portfolio preparation, addressing formatting, packaging, and finishing touches that convey a professional appearance. Chapter 4, "Successful Interviewing," goes into detail about interviews, explaining the kind of background information that teacher candidates will need to gather. It also discusses how to anticipate questions and prepare impressive responses and includes tips about rehearsing for interviews and how to behave in interview situations. (SM)

ED 439 101   SP 039 051

Costa, Arthur L., Ed.; Kallick, Bena, Ed.
Discovering & Exploring Habits of Mind. A Developmental Series, Book 1.
PUB DATE- 00
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum; Elementary Secondary Education; *Habit Formation; Higher Education; Intellectual Development; *Multiple Intelligences; Problem Solving; Student Behavior; *Thinking Skills; Work Ethic
IDENTIFIERS- *Habits

This book, the first in a series of four, presents a collection of articles focusing on intelligent behaviors called habits of mind. These habits of mind can aid both students and adults in school and daily life as they encounter problems, the resolutions of which are not immediately apparent. The habits an easy, hands-on experience in bread making with a nominal amount of cleanup for teachers. The kit suggests that in the first week, teachers discuss wheat production and its value to the state and local economies, examining how wheat farming has changed over the years. In the second week, teachers should discuss wheat flour's nutritional value and the importance of wheat products in a balanced diet. In the third week, they should discuss the importance of safety and sanitation in cooking experiences and conduct the Bread in a Bag activity. The kit presents a Bread in a Bag Checklist designed to help in preparing for the unit, and it offers the Bread in a Bag recipe and procedure. It also includes a nutritional value study sheet, a safety and sanitation in cooking experiments study sheet, a teacher answer sheet to study guides, and a classroom extension activity sheet. The kit provides a set of transparency masters. (Contains 101 references.) (SM)

ED 439 121 SP 039 080

Belyea, Monica
Kids Food CyberClub. Teacher's Guide. First Edition.
SPONS. AGENCY- Kaiser Permanente, Oakland, CA.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Health; Comprehensive School Health Education; Computer Uses in Education; Dietetics; *Eating Habits; Elementary Secondary Education; *Foods Instruction; Health Promotion; Internet; Life Style; *Nutrition Instruction; Teaching Guides
IDENTIFIERS- Food Guide Pyramid

This guide is designed to help teachers educate students to be healthier now and in the future. It presents fun, learner-centered activities about nutrition, food, hunger, and food sources. It offers an overview of each section of the Kids Food CyberClub web site, and classroom activities teachers can use to expand on information students will learn by participating in the Web site activities. The guide is organized in a logical sequence, but students should access the sections of the web site in the order they choose. Students are taught lifestyle habits to help them maintain their health and lead a full life. Activities on the web site and corresponding classroom activities develop skills in many subject areas beyond health and nutrition. The guide includes descriptions of each web site section and suggested classroom activities related to the section. Topics include: Finding Your Way on the Kids Food CyberClub Web site; Foods Keep Us Well; USDA Food Guide Pyramid; Rate Your Plate; Choices, Choices, Choices; Grow It Yourself; Books I Love To Read; Your Recipes, Please; Hunger in Our Land; Food Advertising; and Food Facts. Two appendixes offer worksheets for classroom activities and nutrition information for teachers. (SM)

ED 439 122 SP 039 081

Wetherill, Karen; Calhoun, Diane; Thomas, Carol Chase
Considering the Moral Dimensions of Schooling: Implications for Teacher Educators.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago,

*Accountability; *Educational Quality; Elementary Secondary Education; Evaluators; *Grade Inflation; *Measurement Techniques; Performance Based Assessment; *Rating Scales; Reliability; State Programs
IDENTIFIERS- New York City Board of Education

The New York City Board of Education has implemented a school quality review system called Performance Assessment in Schools Systemwide: Essential Elements of Exemplary Schools (PASS). The PASS process provides a set of standards of exemplary educational practice and a model for assessing schools in relation to these standards. The process is designed to help school teams plan school improvement and raise student achievement levels. PASS possesses many of the characteristics of a student performance assessment in that it is an open, holistic, process-oriented assessment. This study highlights the development of PASS over the last 3 years, delineates the current model, and describes variations in its implementation. The study further examines threats to the reliability of the ratings that arise when PASS is used for individual personnel appraisals or as a result of the dual role that visiting reviewers play as change agents and external inspectors. Expanding the rating scale appears to have countered the tendency for grade inflation, but the reliability of scores is still threatened by inadequate training and inexperience of review team members and continued apprehension about the underlying purpose of the review process. These issues will be addressed in the continuing development of the PASS system. An appendix compares ratings of the PASS review from two different sets of evaluators. (SLD)

ED 438 141   TM 030 675

Burns, Johnna
The Correlational Relationship between Homeschooling Demographics and High Test Scores.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Correlation; Demography; Elementary Secondary Education; *Family Characteristics; *Home Schooling; Nontraditional Education; Parents as Teachers; Standardized Tests; *Student Characteristics; Test Results

Homeschooling, one of the fastest growing educational alternatives, is enjoying increasing respect from educators and parents alike. This is partly because homeschooling children score as well and often better on standardized tests than their publicly schooled counterparts. However, the vast majority of homeschooled students come from the households of their married biological parents, who have above average incomes. Homeschooling parents also have much higher than average educations. Homeschooled students also watch much less television than their publicly schooled counterparts. All of these demographic characteristics have been proven to influence academic achievement. Homeschooling organizations are completely unsure of the number of students being homeschooled nationally. It is, therefore, possible that the high test scores of homeschooled students are inconclusive evidence of the actual quality of homeschooling instruction; these test scores can instead be attributed to nonrepresentative research samples and demographic characteristics of the homeschoolers'

ED 439 163   UD 033 369

Zimmermann, Wendy; Tumlin, Karen C.
Patchwork Policies: State Assistance for Immigrants Under Welfare Reform. Occasional Paper Number 24. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Bros. Fund, New York, NY.
PUB DATE- 99
NOTE- 123p.; Additional support provided by The Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Eligibility; Federal Aid; Federal Legislation; *Immigrants; *State Aid; State Programs; Welfare Recipients
IDENTIFIERS- Medicaid; *Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; *Welfare Reform

This report examines what states have done with their new responsibilities under the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA). Although Congress has gone a long way toward undoing the initial immigrant restrictions of the PRWORA, it has left the devolution of authority from the federal government to the states to determine immigrants' eligibility for public benefits. Many states have chosen to provide considerable assistance to immigrants, especially when costs are shared with the federal government. Nearly every state has chosen to maintain Temporary Assistance for Needy Families as well as Medicaid, for immigrants who were already in the United States when the law was passed. Many have provided other programs. Closer inspection, though, shows that many of the new substitute programs are limited in the extent to which they actually reach immigrants. Many states target only discrete groups, such as children or the elderly, and others impose many conditions on eligibility. One of the legacies of the PRWORA is the new distinction between qualified and unqualified immigrants. Overall, the safety net for immigrants remains weaker than before welfare reform, and non-citizens generally have less access to assistance than citizens. State programs do not fully substitute for federal assistance, and states still face many immigrant issues that have not been addressed. (Contains 22 tables, 131 end notes, and 32 references.) (SLD)

ED 439 164   UD 033 370

Green, Rob; Tumlin, Karen C.
State Efforts To Remake Child Welfare: Responses to New Challenges and Increased Scrutiny. Occasional Paper Number 29. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T.

*Upper Class; Wages
IDENTIFIERS- Economic Equity; Economic Trends; Income Disparities; *Income Distribution; Income Level

This report examines trends in income distribution from the late 1970s to the late 1990s in the 50 states. It is based on before-tax income for families from the Census Bureau's March Current Population Survey public use files. All figures are expressed in 1997 dollars and adjusted for inflation. The paper examines the long term trend from the late 1970s to the late 1990s; the recent trend from the late 1980s to the late 1990s; and causes and cures (state policy options). It finds that in most states, the gap between the highest-income families and middle-class and poor families has grown substantially. It also finds that even the economic expansion of the past several years has not altered the long-term trend. Rather, an analysis of changes in income inequality since the late 1980s shows that in two-thirds of states, the gap between high-income and low-income families continued growing over the past decade. Moreover, the gap between high-income and middle class families increased since the late 1980s in about three-quarters of the states. Reasons for the rising inequality include growth in wage inequality, increases in the number of families headed by single persons, and government policies. (SM)

ED 439 183 UD 033 393

Primus, Wendell; Rawlings, Lynette; Larin, Kathy; Porter, Kathryn
The Initial Impacts of Welfare Reform on the Incomes of Single-Mother Families.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Federal Aid; Federal Government; *Income; *Mothers; *One Parent Family; *Poverty
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; *Income Level; Medicaid; Temporary Assistance for Needy Families; *Welfare Reform

This report examines trends in the incomes of single mothers and their children during a pair of consecutive two-year periods, 1993-95 and 1995-97, considering changes in earnings and changes in safety net programs that provide them with income. Chapter 1, "Introduction," reviews the issue. Chapter 2, "Participation Has Declined Faster than Poverty," examines declines in participation in food stamp and Aid to Families with Dependent Children/Temporary Assistance for Needy Families (AFDC/TANF) programs in recent years. Chapter 3, "How Have Single-Mother Families Fared?" analyzes the income of single-mother families and how it changed over these periods. Chapter 4, "Safety Net Lifts Fewer Children from Poverty," examines recent trends in child poverty, using alternative definitions of poverty. Chapter 5, "Why Are Caseloads Declining?" cites other studies and discusses factors that have caused declines in food stamp, Medicaid, and AFDC/TANF caseloads and whether TANF caseload declines have contributed to participation decline in food stamps and lack of increased enrollment in Medicaid despite expansions in Medicaid eligibility. The disposable income of single-mother families rose broadly and substantially between 1993 and 1995. From 1995 to 1997, This bulletin is designed to shed light on successful strategies for reintegrating youth from juvenile justice system settings into the educational mainstream and to guide youth-serving professionals toward promising programs, practices, and resources. The Intensive Aftercare Program, funded by the Office of Juvenile Justice and Delinquency Prevention in 1988, serves serious, habitual offenders who are not likely to return to mainstream educational systems. Nevertheless, the theoretical approaches identified by this model are suitable for the reintegration of juvenile offenders into transitional educational settings. In particular, the model's emphasis on ongoing services and supervision while youth are incarcerated and when they return to their communities also applies to their transition from confinement to school settings. Both effective programs within correctional institutions and transitional support on leaving confinement are necessary. New Jersey's Gateway Academy is an example of a program that manages transitions for students returning to mainstream education. Transitional educational placement in alternative schools can offer environments that gradually reduce the level of supervision and support youths were accustomed to receiving while incarcerated. Arizona's Pathfinder Project provides this type of transitional placement. Many students do not have programs like these available to them, but their re-entry into the educational system can be smoothed with pre-release information sharing and visits, counseling, and curricular and disciplinary policies that support the reintegration of the student into the school system. Establishing partnerships between juvenile probation departments and schools is another innovative approach to effective intervention with young offenders. The Allentown School District, Pennsylvania, provides an example of a school-based probation program. Foremost among all of the strategies for helping delinquent youth re-enter the education mainstream is open communication among agencies and other entities involved in helping these students. (Contains 23 endnotes.) (SLD)

ED 439 203 UD 033 424

Strom, Kevin J.
Profile of State Prisoners under Age 18, 1985-97. Bureau of Justice Statistics Special Report.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Crime; *Juvenile Justice; *Prisoners; Profiles; Young Adults

This report presents data on all individuals under age 18 in state prisons, whether under the original jurisdiction of the juvenile or adult criminal system. Most of the data are from the National Corrections Reporting Program. On December 31, 1997, less than 1% of inmates in state prisons were under age 18, a proportion that has remained stable since the mid-1980s. The number of offenders under age 18, however, has more than doubled, from 3,400 in 1985 to 7,400 in 1997. In 1997, 61% of those persons admitted to state prison under age 18 had been convicted of a violent offense, compared to 52% in 1985. States vary in their housing and program assignments for inmates under age 18. Eight states offer segregated incarceration assignments that provide specialized educational, vocational, and life skills training for offenders under age 18. (Contains 10 tables, 1 figure, and 10 references.) (SLD)

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(100) AudioVisual Non-Print Materials

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Critical Time: Earthquake Response Planning and Schools. Videotape .	0p.	L3	ED 438 701
Earthquake and Schools. Videotape .	0p.	L3	ED 438 702
Leading Schools to Quality. Videotape and Discussion Guide .	0p.	L3	ED 438 597
Reducing Nonstructural Earthquake Damage: A Practical Guide for Schools. Videotape .	0p.	L3	ED 438 703

(110) Numerical/Quantitative Data

Title	Pages	Level	ED Number
An Analysis of the California Community Colleges Library Space Standards with Proposed Revisions to the California Code of Regulations, Title 5.	30p.	L1	ED 438 869
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The Relationship between Accountability, Measurement Scale, and Grade Inflation in School Quality Review Ratings.	17p.	L1	ED 439 140
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(021) Collected Works - Proceedings

AGORA--IV. The Low-Skilled on the European Labour Market: Prospects and Policy Options. Towards a Minimum Learning Platform (Thessaloniki, Greece, October 29-30, 1998). CEDEFOP Panorama.	79p.	L1	ED 438 442
Asian Librarians' Roundtable (12th, Hong Kong, November 2-3, 1998).	61p.	L1	ED 438 833
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Coalition for Education in the Outdoors Research Symposium Proceedings (4th, Bradford Woods, Indiana, January 9-11, 1998).	113p.	L2	ED 438 978
Education Policy and Language Learning for a Multilingual Society. Proceedings of a Conference (Hartebeespoort, South Africa, October 30-November 1, 1996).	77p.	L1	ED 438 707
Endangered Languages and Education. Proceedings of the Foundation for Endangered Languages (FEL) Conference (3rd, Maynooth, Ireland, September 17-19, 1999).	114p.	L2	ED 438 714
Endangered Languages: What Role for the Specialist? Proceedings of the Foundation for Endangered Languages (FEL) Conference (2nd, Edinburgh, Scotland, September 25-27, 1998).	117p.	L2	ED 438 715
The Evaluation Forum: Assessing Professional Development (New York, New York, March 2, 1999). Inquiring Minds Want To Know.	31p.	L1	ED 439 096

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AA - ERIC Processing and Reference Facility

AA001318	ED437498

CE - Adult, Career, and Vocational Education

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TM - Assessment and Evaluation

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UD - Urban Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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UD033366	ED438392
UD033367	ED438393
UD033368	ED438394
UD033670	ED438395

CS013825	ED437613
CS013826	ED437614
CS013827	ED437615
CS013828	ED437616
CS013829	ED437617
CS013830	ED437618//
CS013831	ED437619
CS013832	ED437620
CS013833	ED437621
CS013834	ED437622
CS013835	ED437623
CS013836	ED437624
CS013837	ED437625
CS013838	ED437626
CS013839	ED437627
CS013841	ED437628
CS013842	ED437629
CS013843	ED437630
CS013844	ED437631
CS013845	ED437632
CS013846	ED437633
CS013847	ED437634
CS013848	ED437635
CS013849	ED437636
CS013850	ED437637
CS013851	ED437638
CS013852	ED437639
CS013853	ED437640
CS013854	ED437641
CS013855	ED437642
CS013856	ED437643
CS013857	ED437644
CS013858	ED437645
CS013859	ED437646
CS013860	ED437647
CS013861	ED437648//
CS013862	ED437649
CS013869	ED437650
CS013870	ED437651
CS013872	ED437652
CS013873	ED437653
CS216963	ED437654//
CS216969	ED437655
CS216974	ED437656
CS216978	ED437657//
CS216979	ED437658
CS216980	ED437659
CS216981	ED437660//
CS216982	ED437661//
CS216983	ED437662
CS216984	ED437663
CS216985	ED437664
CS216986	ED437665//
CS216987	ED437666//
CS216988	ED437667
CS216992	ED437668
CS216993	ED437669//
CS216994	ED437670
CS510188	ED437671
CS510192	ED437672
CS510193	ED437673
CS510198	ED437674
CS510199	ED437675
CS510200	ED437676

CS510201	ED437677
CS510203	ED437678
CS510204	ED437679//
CS510205	ED437680
CS510206	ED437681
CS510207	ED437682
CS510208	ED437683
CS510209	ED437684
CS510210	ED437685
CS510211	ED437686
CS510212	ED437687
CS510213	ED437688
CS510214	ED437689
CS510215	ED437690
CS510217	ED437691
CS510218	ED437692
CS510219	ED437693
CS510220	ED437694
CS510221	ED437695
CS510222	ED437696
CS510223	ED437697
CS510224	ED437698
CS510225	ED437699
CS510227	ED437700
CS510228	ED437701
CS510229	ED437702
CS510232	ED437703
CS510236	ED437704

EA - Educational Management

EA029192	ED437705
EA029193	ED437706
EA029194	ED437707
EA029195	ED437708
EA029949	ED437709
EA029951	ED437710
EA029959	ED437711
EA029989	ED437712
EA030142	ED437713
EA030185	ED437714//
EA030194	ED437715
EA030195	ED437716
EA030196	ED437717
EA030197	ED437718
EA030198	ED437719
EA030199	ED437720
EA030200	ED437721
EA030201	ED437722
EA030202	ED437723
EA030203	ED437724
EA030204	ED437725
EA030205	ED437726
EA030206	ED437727
EA030207	ED437728
EA030208	ED437729
EA030211	ED437730
EA030212	ED437731
EA030213	ED437732
EA030217	ED437733
EA030218	ED437734
EA030220	ED437735
EA030221	ED437736
EA030222	ED437737

EA030223	ED437738
EA030224	ED437739//
EA030225	ED437740//
EA030226	ED437741
EA030480	ED437742

EC - Disabilities and Gifted Education

EC306752	ED437743
EC306753	ED437744
EC306754	ED437745
EC306755	ED437746
EC307581	ED437747
EC307596	ED437748
EC307597	ED437749
EC307598	ED437750
EC307599	ED437751
EC307600	ED437752
EC307601	ED437753
EC307602	ED437754
EC307603	ED437755
EC307604	ED437756
EC307605	ED437757
EC307606	ED437758
EC307607	ED437759
EC307608	ED437760
EC307609	ED437761
EC307610	ED437762
EC307611	ED437763
EC307612	ED437764
EC307613	ED437765
EC307614	ED437766
EC307615	ED437767
EC307616	ED437768
EC307617	ED437769
EC307618	ED437770
EC307619	ED437771
EC307620	ED437772
EC307621	ED437773
EC307622	ED437774
EC307623	ED437775
EC307624	ED437776
EC307625	ED437777
EC307626	ED437778
EC307627	ED437779
EC307628	ED437780
EC307629	ED437781
EC307630	ED437782
EC307631	ED437783
EC307632	ED437784
EC307633	ED437785
EC307634	ED437786
EC307635	ED437787
EC307636	ED437788
EC307639	ED437789
EC307640	ED437790
EC307641	ED437791
EC307642	ED437792
EC307643	ED437793
EC307644	ED437794
EC307645	ED437795
EC307646	ED437796
EC307647	ED437797
EC307648	ED437798

EC307649	ED437799
EC307650	ED437800
EC307651	ED437801
EC307652	ED437802
EC307653	ED437803//

EF - Eric Facility

EF005133	ED437804
EF005427	ED437805
EF005458	ED437806
EF005463	ED437807
EF005514	ED437808
EF005523	ED437809
EF005588	ED437810
EF005590	ED437811
EF005612	ED437812
EF005638	ED437813
EF005641	ED437814
EF005651	ED437815
EF005653	ED437816
EF005660	ED437817
EF005661	ED437818//
EF005662	ED437819
EF005664	ED437820//
EF005665	ED437821//
EF005666	ED437822//
EF005671	ED437823
EF005673	ED437824

FL - Language and Linguistics

FL025436	ED437825
FL025816	ED437826
FL025817	ED437827
FL025818	ED437828
FL025819	ED437829
FL025820	ED437830
FL025821	ED437831
FL026105	ED437832
FL026106	ED437833
FL026109	ED437834
FL026110	ED437835
FL026111	ED437836
FL026112	ED437837
FL026113	ED437838
FL026115	ED437839
FL026116	ED437840
FL026117	ED437841
FL026118	ED437842
FL026119	ED437843
FL026120	ED437844
FL026121	ED437845
FL026122	ED437846
FL026123	ED437847
FL026124	ED437848
FL026125	ED437849
FL026126	ED437850
FL026127	ED437851
FL026128	ED437852
FL026129	ED437853
FL026132	ED437854
FL026133	ED437855
FL026152	ED437856

FL026153	ED437857
FL026154	ED437858
FL026155	ED437859
FL801348	ED437860

HE - Higher Education

HE032622	ED437861
HE032623	ED437862
HE032625	ED437863
HE032696	ED437864
HE032697	ED437865
HE032698	ED437866
HE032699	ED437867
HE032700	ED437868
HE032701	ED437869
HE032702	ED437870
HE032703	ED437871
HE032704	ED437872
HE032706	ED437873
HE032707	ED437874
HE032708	ED437875
HE032709	ED437876
HE032749	ED437877
HE032750	ED437878
HE032751	ED437879
HE032752	ED437880
HE032753	ED437881
HE032754	ED437882
HE032755	ED437883
HE032756	ED437884
HE032757	ED437885
HE032758	ED437886
HE032759	ED437887
HE032760	ED437888
HE032762	ED437889
HE032763	ED437890
HE032764	ED437891

IR - Information and Technology

IR019827	ED437892
IR019828	ED437893
IR019840	ED437894
IR019842	ED437895
IR019843	ED437896
IR019846	ED437897
IR019847	ED437898//
IR019848	ED437899
IR019849	ED437900
IR019851	ED437901
IR019852	ED437902
IR019853	ED437903
IR019854	ED437904
IR019855	ED437905
IR019866	ED437906
IR019867	ED437907
IR019868	ED437908
IR019869	ED437909
IR019870	ED437910//
IR019871	ED437911
IR019872	ED437912
IR019873	ED437913
IR019874	ED437914//

IR019875	ED437915//
IR019876	ED437916
IR019877	ED437917
IR019879	ED437918
IR019881	ED437919//
IR019882	ED437920
IR019883	ED437921
IR019884	ED437922
IR019886	ED437923//
IR019887	ED437924
IR019888	ED437925
IR019889	ED437926
IR019890	ED437927
IR019892	ED437928//
IR019893	ED437929//
IR019948	ED437930
IR019949	ED437931
IR020101	ED437932
IR020296	ED437933
IR020297	ED437934
IR020298	ED437935
IR020299	ED437936
IR020300	ED437937
IR057490	ED437938
IR057491	ED437939
IR057495	ED437940
IR057532	ED437941
IR057571	ED437942//
IR057572	ED437943//
IR057573	ED437944//
IR057574	ED437945//
IR057575	ED437946//
IR057576	ED437947//
IR057577	ED437948
IR057578	ED437949
IR057579	ED437950
IR057580	ED437951
IR057581	ED437952
IR057582	ED437953
IR057583	ED437954
IR057584	ED437955
IR057585	ED437956//
IR057586	ED437957//
IR057587	ED437958
IR057610	ED437959
IR057611	ED437960
IR057612	ED437961
IR057613	ED437962//
IR057614	ED437963
IR057615	ED437964//
IR057616	ED437965//
IR057617	ED437966//
IR057618	ED437967//
IR057619	ED437968//
IR057620	ED437969//
IR057621	ED437970//
IR057622	ED437971
IR057623	ED437972
IR057624	ED437973
IR057625	ED437974//
IR057626	ED437975
IR057627	ED437976
IR057628	ED437977
IR057629	ED437978

IR057630	ED437979
IR057631	ED437980//
IR057632	ED437981
IR057633	ED437982
IR057659	ED437983

JC - Community Colleges

JC000117	ED437984
JC000118	ED437985
JC000119	ED437986
JC000120	ED437987
JC000121	ED437988
JC000122	ED437989
JC000124	ED437990
JC000125	ED437991
JC000127	ED437992
JC000128	ED437993
JC000129	ED437994
JC000130	ED437995
JC000131	ED437996
JC000132	ED437997
JC000142	ED437998
JC000143	ED437999
JC000144	ED438000//
JC000145	ED438001
JC000146	ED438002
JC000147	ED438003
JC000148	ED438004
JC000149	ED438005
JC000150	ED438006
JC000151	ED438007
JC000152	ED438008//
JC000154	ED438009
JC000155	ED438010
JC000156	ED438011
JC000157	ED438012
JC990698	ED438013

PS - Elementary and Early Childhood Education

PS027413	ED438014
PS027513	ED438015
PS027559	ED438016
PS027560	ED438017
PS027591	ED438018
PS027694	ED438019
PS027696	ED438020
PS027720	ED438021
PS027919	ED438022
PS028019	ED438023
PS028060	ED438024
PS028064	ED438025//
PS028117	ED438026
PS028173	ED438027
PS028183	ED438028
PS028184	ED438029
PS028191	ED438030
PS028202	ED438031
PS028216	ED438032
PS028217	ED438033
PS028218	ED438034
PS028219	ED438035
PS028220	ED438036

PS028221	ED438037
PS028222	ED438038
PS028223	ED438039
PS028224	ED438040
PS028230	ED438041//
PS028237	ED438042
PS028240	ED438043//
PS028242	ED438044
PS028243	ED438045
PS028244	ED438046
PS028245	ED438047//
PS028246	ED438048
PS028247	ED438049//
PS028249	ED438050
PS028250	ED438051
PS028251	ED438052
PS028252	ED438053
PS028253	ED438054
PS028255	ED438055
PS028256	ED438056
PS028257	ED438057
PS028258	ED438058
PS028259	ED438059
PS028260	ED438060
PS028261	ED438061
PS028262	ED438062
PS028263	ED438063
PS028264	ED438064//
PS028265	ED438065
PS028266	ED438066
PS028267	ED438067
PS028268	ED438068//
PS028269	ED438069//
PS028270	ED438070//
PS028271	ED438071
PS028273	ED438072
PS028274	ED438073
PS028275	ED438074
PS028276	ED438075
PS028278	ED438076
PS028279	ED438077
PS028280	ED438078//
PS028281	ED438079
PS028282	ED438080
PS028284	ED438081
PS028286	ED438082
PS028288	ED438083
PS028289	ED438084
PS028290	ED438085
PS028291	ED438086
PS028292	ED438087
PS028293	ED438088
PS028294	ED438089
PS028295	ED438090
PS028296	ED438091
PS028298	ED438092
PS028299	ED438093
PS028300	ED438094
PS028301	ED438095
PS028302	ED438096
PS028304	ED438097//
PS028305	ED438098//
PS028306	ED438099//
PS028307	ED438100

PS028311	ED438101//
PS028313	ED438102
PS028315	ED438103

RC - Rural Education and Small Schools

RC022169	ED438104
RC022180	ED438105
RC022185	ED438106//
RC022192	ED438107
RC022195	ED438108
RC022198	ED438109
RC022204	ED438110//
RC022217	ED438111
RC022219	ED438112
RC022225	ED438113
RC022236	ED438114
RC022238	ED438115
RC022244	ED438116
RC022245	ED438117
RC022246	ED438118
RC022247	ED438119
RC022248	ED438120
RC022249	ED438121
RC022250	ED438122
RC022251	ED438123
RC022252	ED438124
RC022253	ED438125
RC022254	ED438126
RC022255	ED438127
RC022256	ED438128
RC022257	ED438129
RC022258	ED438130
RC022259	ED438131
RC022260	ED438132
RC022261	ED438133
RC022262	ED438134
RC022263	ED438135
RC022264	ED438136
RC022266	ED438137
RC022267	ED438138
RC022268	ED438139
RC022269	ED438140
RC022271	ED438141
RC022272	ED438142
RC022274	ED438143
RC022275	ED438144
RC022277	ED438145
RC022280	ED438146
RC022305	ED438147
RC022306	ED438148
RC022307	ED438149
RC022308	ED438150
RC022309	ED438151
RC022310	ED438152
RC022311	ED438153
RC022312	ED438154
RC022313	ED438155

SE - Science, Mathematics, and Environmental Education

SE063031	ED438156
SE063035	ED438157
SE063073	ED438158

SE063074	ED438159//
SE063075	ED438160//
SE063076	ED438161//
SE063161	ED438162
SE063162	ED438163
SE063163	ED438164
SE063164	ED438165
SE063165	ED438166
SE063166	ED438167
SE063167	ED438168
SE063168	ED438169
SE063171	ED438170
SE063172	ED438171//
SE063173	ED438172//
SE063174	ED438173
SE063179	ED438174
SE063193	ED438175
SE063194	ED438176
SE063195	ED438177
SE063196	ED438178
SE063201	ED438179
SE063207	ED438180
SE063210	ED438181
SE063211	ED438182
SE063212	ED438183
SE063213	ED438184
SE063214	ED438185
SE063215	ED438186
SE063217	ED438187
SE063218	ED438188
SE063222	ED438189//
SE063223	ED438190//
SE063805	ED438191

SO - Social Studies/Social Science Education

SO029958	ED438192
SO030686	ED438193
SO030688	ED438194
SO030713	ED438195//
SO030838	ED438196
SO030839	ED438197
SO030905	ED438198
SO030913	ED438199
SO030914	ED438200
SO031085	ED438201
SO031181	ED438202
SO031183	ED438203
SO031211	ED438204
SO031252	ED438205
SO031260	ED438206
SO031261	ED438207
SO031262	ED438208
SO031272	ED438209
SO031274	ED438210
SO031277	ED438211
SO031288	ED438212
SO031289	ED438213
SO031290	ED438214
SO031291	ED438215
SO031332	ED438216
SO031334	ED438217
SO031336	ED438218
SO031354	ED438219

SO031355	ED438220
SO031358	ED438221//
SO031360	ED438222//
SO031367	ED438223
SO031373	ED438224
SO031375	ED438225//
SO031385	ED438226
SO031387	ED438227
SO031401	ED438228
SO031402	ED438229
SO031429	ED438230
SO031430	ED438231
SO031431	ED438232
SO031433	ED438233
SO031434	ED438234
SO031435	ED438235
SO031457	ED438236
SO031459	ED438237
SO031515	ED438238
SO031539	ED438239
SO031550	ED438240
SO031599	ED438241
SO031600	ED438242
SO031604	ED438243
SO031627	ED438244

SP - Teaching and Teaching Education

SP038756	ED438245
SP038982	ED438246
SP038989	ED438247
SP038990	ED438248
SP038991	ED438249
SP038992	ED438250
SP038993	ED438251
SP038996	ED438252
SP038997	ED438253
SP038998	ED438254
SP039000	ED438255
SP039001	ED438256//
SP039003	ED438257
SP039005	ED438258
SP039006	ED438259
SP039007	ED438260
SP039008	ED438261
SP039009	ED438262
SP039011	ED438263
SP039012	ED438264
SP039013	ED438265
SP039014	ED438266
SP039015	ED438267
SP039016	ED438268
SP039017	ED438269
SP039019	ED438270
SP039020	ED438271
SP039021	ED438272
SP039022	ED438273

SP - Teaching and Teaching Education (continue)

SP039023	ED438274
SP039025	ED438275//
SP039026	ED438276
SP039027	ED438277
SP039028	ED438278